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ABSTRACT

The Urban High School Reform Initiative was a Federal effort designed to review the educational and related needs of large city high school students, explore the Federal role in urban secondary education, and develop recommendations to enhance this role. This volume, directed primarily to secondary school practitioners and other local agency educators, indexes major strategies emanating from the Initiative's conferences and relates these strategies to existing Federal legislation. Several themes for school improvement are considered. The first, shared decision making, is discussed in terms of school site councils and budgeting. The second, diverse learning environments, is explored in relation to both educational program and professional development. A discussion of the third theme, school-community development, focuses on the strategies of networking and on the coordination of Federally mandated youth services. Ways that school financing can be equalized and paper work reduced are emphasized in the consideration of a fourth theme, school finance and red tape. Finally, the issue of research and dissemination is examined. For each theme, relevant legislation is listed. Each law is evaluated in terms of whether it permits or encourages reform activity, whether reform is under State or local option, and at which governmental level key decisions are likely to be made. (GC)

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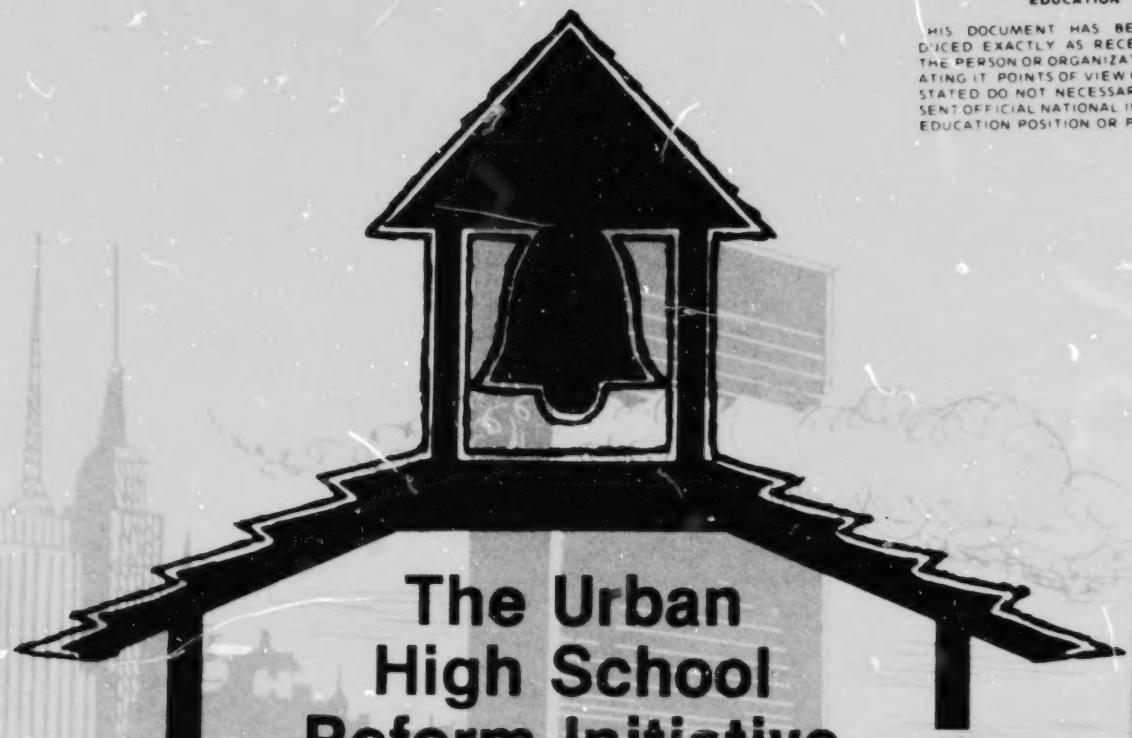

The Urban High School Reform Initiative

Federal Education Law and Urban Secondary School Reform: A Legislative Analysis

Volume I Reform Recommendations

September 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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FEDERAL EDUCATIONAL LAW AND URBAN SECONDARY SCHOOL REFORM: A LEGISLATIVE ANALYSIS

VOLUME I: REFORM RECOMMENDATIONS

Prepared by the Urban High School Reform Initiative

September, 1979

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FEDERAL EDUCATIONAL LAW and URBAN SECONDARY REFORM THE MATRIX

	ESEA Title I	II	III	IV	V	VI	VII	VIII	IX	X-XIII	Alcohol & Drug Abuse	Career Education	Vocational Ed.	Handicapped Ed.	Higher Education	OE (GEPA)	NIE, NCES (GEPA)	Other Fed. Programs
I. Shared Decision Making																		
A. School Site Councils	X	X	X	X	X	X	X				X	X			X			X
B. School Site Budgeting Discretion																		
II. Diverse Learning Environments																		
A. Program Development (General Authority)	X		X	X	X	X									X			
1. Program Needs Assessment	X	X																
2. Curricula																		
a. basic skills	X	X	X	X		X										X		
b. school/work			X									X	X			X	X	
c. special needs	X		X				X	X	X	X	X	X	X	X				
3. Materials/Technologies	X	X		X		X		X					X					
4. Flexible Structures			X	X		X		X	X				X	X				
5. Counseling/Diagnostic Teaching	X	X		X					X				X	X	X			X
6. Incentives for Students	X	X	X	X		X												
7. Program Evaluation			X															
B. Professional Development (General Authority)		X		X			X	X	X		X	X	X	X				X
1. Management Training				X	X										X			X
2. Staff Training	X			X			X			X			X		X			
3. Staff Incentives	X			X	X								X		X			X
III. School Community Development																		
A. Networking (General Authority)		X	X	X			X										X	
1. Public Relations			X		X	X												
2. Incentives for Outreach																		
a. reimbursement/tax credit													X					X
b. Fed/State Convening Authority	X	X		X	X			X				X	X			X	X	
3. Parent/Volunteer	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		
4. Business/Labor/Industry		X		X									X					
5. Cultural Agencies			X	X				X	X									X
6. Public/Private School	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
7. Higher Education		X	X			X	X		X						X			
8. School Facility Usage								X		X		X	X					
B. Coordinated Youth Services (General Authority)	X		X												X			
1. Social Services	X							X			X							X
2. School/Work Services			X										X					X
a. computerized information													X		X			X
3. Desegregation Assistance					X	X	X											X
IV. School Finance and Red Tape																		
A. School Finance Equalization (General Authority)			X		X					X							X	
1. "Urban Weighting"				X									X					
2. Secondary Level Compensatory $	X	X		X		X												
3. Discretionary Grants		X	X	X		X		X				X			X			
B. Red Tape Reduction (General Authority)	X			X	X					X								
1. Multiple Year Funding				X		X	X			X								
2. Single Applications					X					X								X
V. Research and Dissemination (General Authority)	X		X	X	X										X	X	X	
(Special Concerns)		X					X	X	X				X	X			X	

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INTRODUCTION: FEDERAL EDUCATIONAL LAW AND URBAN SECONDARY SCHOOL REFORM A LEGISLATIVE ANALYSIS

Volume I : Reform Recommendations
Volume II: Federal Support

Urban secondary schools house the most pressing problems confronting American education today. Yet, our assessment of existing U.S. Office of Education programs shows that the Federal Education Division is doing very little to help. The original goal of the Commissioner's initiative on Urban High School Reform was to write legislation that would foster reform in urban secondary schools. It became apparent in the fall of 1978 that new secondary or urban legislation was highly unlikely, given the recent reauthorization of the Elementary and Secondary Education Act (ESEA) and the budget tightening brought on by tax revolts. We then focused our efforts on how existing federal programs could support urban secondary school reform.

The ultimate direction for federal support must come from local urban practitioners and State and national educational leaders. At regional conferences, we listened to the testimony of nearly 1,000 people - urban secondary school students, parents, teachers, counselors, principals, district administrators, State officials, community organization and public agency leaders, legislative staff, clerics, postsecondary educators and national organization leaders from across the United States. They told us what they wanted their secondary schools to do. They alerted us to school site-level problems they face and recommended strategies for solving them. It was our job to match those recommendations to sections of existing Federal legislation.

In Volume I: Reform Recommendations: We hope:

- To help urban secondary school practitioners get the best use from available Federal programs, since new urban or secondary legislation is unlikely at this time; and

In Volume II: Federal Support: We hope:

- To make federal and State educational program managers more aware of urban secondary school needs and more able to use their program funds to meet those needs.

Both volumes I and II can be useful to everyone concerned about urban secondary education. Cross-referencing is encouraged. Volume I: Reform Recommendations is intended primarily for the use of local secondary school practitioners and other non-Federal, non-State Agency educators. It is organized according to major reform themes and

recommendations distilled from the detailed ideas generated by local conference participants, national urban experts and policy makers. The five major themes for urban secondary school improvement are:

I. Shared Decision-Making;
II. Diverse Learning Environments;
III. School Community Development;
IV. School Finance and Red Tape; and
V. Research and Dissemination.

Each of the themes is broken down into sub-headings. They represent specific reform recommendations, such as III.A.3. Parent/Volunteer Involvement or IV.B. Red Tape Reduction. A brief description of each theme and reform recommendation, as well as a discussion of relevant Federal educational law introduces the respective sets of legislative citations.

Volume II: Federal Support is arranged by Federal law. Each program manager will receive a package listing the reform activities that the program's legislation could support. Other federal, State and local officials will also find it useful. The Elementary and Secondary Education Act (ESEA) is presented by Title, whereas all other Education Acts appear under their major label, such as the Vocational Education Act or the Higher Education Act. Note that all allusions to Titles that appear in the text of either Volume refer to Titles of ESEA unless otherwise indicated.

For people not familiar with all the Federal education laws, a brief narrative describes each piece of legislation and its potential significance to urban secondary schools precedes each package of citations. Recommended action steps for federal administration of the law are also offered.

The matrix at the front of this document serves as a table of contents for both Volumes. The left side of the matrix outlines Volume I: Reform Recommendations. The page numbers listed on the far right apply to Volume I. Across the top of the matrix are the pieces of federal legislation that are discussed in Volume II. The page listings on the bottom refer to Volume II.

Each "X" in the matrix represents a section of Federal educational law that, we believe, could support an urban secondary school reform activity. Our legislative analysis is not perfect. Program managers have already alerted us to some discrepancies. The Office of General Counsel will have to review each before implementation can occur. It is designed to be broad enough to cover all the major reform areas, and at the same time, specific enough to help a parent, a guidance counselor and/or a federal Title I official find what they need.

A parent, who wants to use Volume I might turn to the section on Parent/Volunteer Involvement, III.A.3 (pp.). He will find a complete rundown of legislation that supports parent and volunteer help in schools.

The Counselor who wants Federal funds to build a school to work component into his program will be able to look at several parts of Volume I. He can check for (1) legislative citations supporting program innovation (2) specific school to work programs; (3) authorizations for guidance and counseling program development; and (4) school community development activities if he wants to extend his program beyond the school building. The corresponding sections of the analysis are:

(1)_____ II.A. Educational Program Development: General Authority, pp.____;
(2)_____ II.A.2.b. Curricula: School/Work, pp.____;
(3)_____ II.A.5. Counseling/Diagnostic Testing; pp.____;
(4)_____ III.B. Coordinated Youth Services: General Authority, pp.____; and
III.B.2. School/Work Services; pp.____.

He can also, refer to Volume II under ESEA, Title IV-D for information on guidance and counseling legislation.

The Title I program who wants to see what Title I is legislatively capable of doing for urban secondary educational reform, need only find Volume II of the report. All reform recommendations for each Title of ESEA, the other major educational acts and even some other Federal Agency programs are presented by Title, Act and/or Agency. Title I, being the largest piece of elementary and secondary legislation, is cited liberally.

Explanation of the Chart:

The chart on each page contains technical information on how the legislation works. It lists applicable sections of the law on the left side of the page. The right hand side deserves some explanation. It looks like this:

	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
Column:	1	2	3	4	5	6

*Denotes key decision point

it works like this: One of the first three columns always has a check-mark indicating how specific the federal legislative language is:

Column 1: If the law explicitly permits an activity, then USOE (or NIE) can help the urban secondary schools by making the activity an Administrative Priority.

Column 2: If the law is generally Open, then USOE can support use of program funds for an activity by making a specific Regulations Entry. This would clarify the law but not serve where the law is silent. Such entries are subject to the established Congressional review process.

Column 3: If the law Does Not Encourage the activity, then USOE should push for Legislative Change so that federal funds can be used to meet the special needs of urban secondary schools.

Column 2 is marked rarely. Recommendations for regulations entries must be cleared through the Office of General Counsel prior to implementation. If a recommendation is not deemed legal, then it could become a suggestion for legislative action. It would than be moved over to Column 3.

Column 3 is also checked very infrequently. Given the facts that ESEA was recently reauthorized and that Congress is under pressure to cut government spending, new legislative action is unlikely. It also should be noted that existing Federal Legislation is very progressive and supportive of reform concepts. Regressive interpretations of the law at every level of federal, State and local government are responsible for its seeming constrictiveness. If Federal program managers are encouraged to eschew timid or "safe" interpretations of the law, their fully authorized programs could promote a great variety of reform activities.

The degree to which the Federal Education Division can exercise this reforming force is defined by its relationship to the checks under State Option; Local Option or Other. The word "option" was chosen for use on the chart as it best covers the range of words appropriate to different laws and types of programs, such as "requirement" or "choice."

Columns 1, 2, 3. If the asterisk, denoting "key decision point," is attached to the check-mark in any of three columns under Federal Action, then federal priorities are most important.

Column 2. If the asterisk is under State Option, then the federal response is limited to encouraging the State agency to take appropriate action on behalf of urban secondary school reform.

Column 5. If the asterisk is under Local Option, then secondary reform is a matter for local discretion. The federal and/or State government is more or less limited to persuading LEA officials of the importance of the reform.

Column 6. If the asterisk is under Other, then an institution of higher education, non-public school, private non-profit organization or public agency has the right to exercise its discretion. It should be noted, however that most programs having an "Other Option" are Federal discretionary programs with specific targets and/or objectives. The key decision point is, therefore, likely to be at the federal level.

Note that if the asterisk appears in more than one column, it indicates that the law gives joint authority to the two agencies.

A few examples may help at this point. Title I, section 124(a) - the central authorization for the program's support of compensatory education, is clearly oriented toward local discretion. Therefore, the asterick denoting the key decision point is always under Column 5, Local Option. One additional check-mark appears under Column 1, USOE Administrative Priority and one under Column 4, State Option, because Title I is a State Formula program administered at all three governmental levels.

For another example, look at the Vocational Education Act's section 132(a), which authorizes exemplary and innovative vocational programs. The legislation permits funds to go to the States for programs involving local education agencies and/or other institutions. Since the State has discretion over funds distribution, the asterick falls under Column 4, State Option, while checks go in the Column 1, Administrative Priority, Column 5, Local Option and Column 6, Other columns.

A final example, comes under Parent/Volunteer Involvement and the Adult Education Act. It is noted that the Act lacks authorization for the training of parents who would like to become school volunteers. Therefore, the long check-mark and asterisk fall under columns pushing for Legislative Change. If USOE's General Counsel ruled that such training is authorized under an existing broad section of the Adult Education Act, then the check and asterisk would be placed under Regulations Entry. Another check would be entered under Column 5, Local Option when that authority was granted. Once again note that there has been no General Counsel review of this document. Such review is obligatory before implementation can take place.

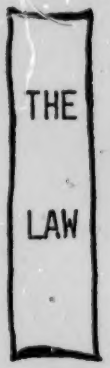
Legislative Analysis:

As we mentioned above, Federal educational legislation is much broader than many educators realize. It, particularly the recently reauthorized ESEA, is progressive. It is certainly amenable to the promotion of urban secondary reform activities.

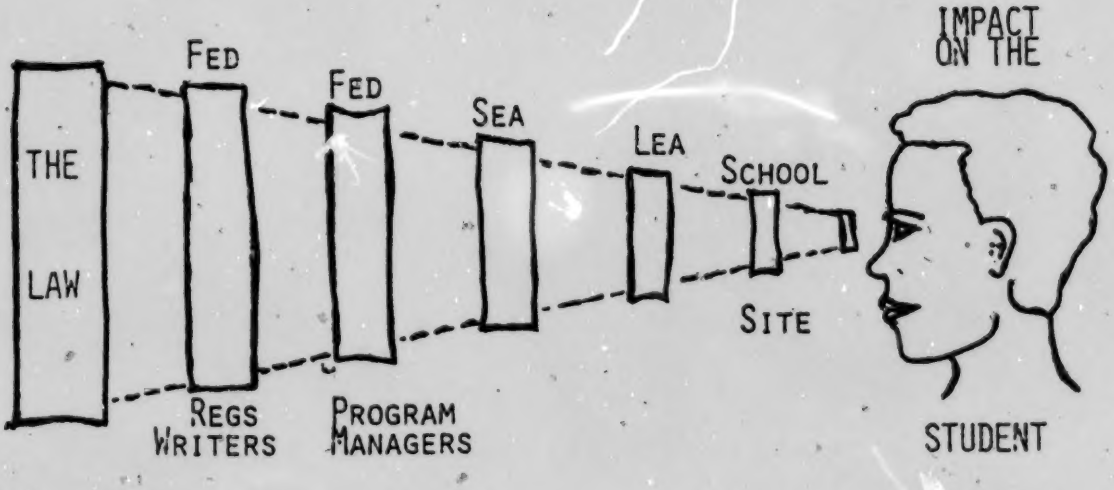
Regressive interpretations of the law at every level of government effectively decimate its potential impact. Experienced federal regulations writers, wary of Office of General Counsel rejections,

avoid excessive rewrites by sending narrow amplifications of the law up through the administrative line. Educational program managers, worried about audit exceptions, stick close to the regulations and act to block any deviations. By the time the program reaches the school site, its mission is tightly prescribed. The process of delimitation looks something like an old-fashioned retractable hand telescope.

The Law as it is enacted by Congress:



The Law as it is retracted:



It should be noted that it can work in reverse. State and local program people have been known to take undue liberties with the Law in order to satisfy particular biases or perceived needs.

Actually, it is not surprising that urban school people think of federal educational law as generally unsupportive. Congressional Education Committee staff members explained that urban concerns have to be given "sub-rosa" treatment in order to be translated into law. Congress, not being numerically or traditionally urban in orientation, is disinclined toward enacting direct urban education legislation. Therefore, policy makers, lobbyists and others pushing for Federal support of hardpressed inner city schools tend to be content with legislation that demonstrates a "hidden urban agenda."

Examples are: the Title I concentration grants; low-rent housing subsidies in Impact Aid; the emphasis on the disadvantaged in Title IV-C authorizing language; Vocational Education's and Title IV-B's special weighting for disadvantaged students; and Title IX-D, the Safe Schools Act.

The advice to urban educators from those Congressional staff members is to capitalize on that "hidden agenda" and to work to make other broad, discretionary programs meet their needs. At last November's Annual meeting of the Council of Great City Schools, two Washington officials intimately involved with the substance and the passage of ESEA called it the greatest piece of legislation for urban education since 1965. They warned, however, that anti-inflation, anti-government spending momentum combined with increasing Congressional interest in the youth employment issue will operate to limit educational appropriations in the near future. Part of the special appeal of the Department of Labor's (DOL) Comprehensive Employment Training Act (CETA) and its Youth Employment Demonstration Project Act (YEDPA) is that there are fewer sluices in the DOL network - the money goes directly to the city's prime sponsor, often the mayor, whereas in education State and Local Education Agencies each take an administrative bite before the funds reach the children. Congressional distaste for the various levels of each educational program's administration is, however, insufficient impetus for large scale legislation to consolidate programs or to give block grants directly to LEAs or school sites. Smaller evidence of that distaste might be descried in Title I's schoolwide projects (Section 133), which relieves school officials of restrictions inherent in categorical programs.

Given the law's "sub-rosa" support of urban education, it has been relatively easy for Federal and State program officers to neglect urban concerns. The presumed suburban and rural bias of the educational bureaucracy at both levels of governance is blamed for the lack of program interaction with inner city schools, particularly at the secondary level. The fact that only a negligible percentage of federal educational funds were destined for urban secondary schools in FY 78 lends credence to this presumption. Other factors tend to exacerbate the problem. For instance, urban secondary school bureaucracies tend to be more complex, and more politically attuned, thus less accessible to intervention than the more homogenous suburban and rural school systems. Even if there is no bias, there certainly is lack of expertise and awareness about urban secondary school

conditions. The career path of most educational bureaucrats probably does not include recent exposure to inner city schools. The resultant ignorance leads to poor communications and/or insensitive treatment.

The Urban High School Reform Initiative will meet its objective of improving bureaucratic awareness of the urban educational crisis and of avenues for providing assistance to city schools by circulating its final reports, Roles for Reform and this legislative analysis.

The specificity and extensiveness of the citations have been criticized for appearing to be too promising, when, in fact, the programs, often, have very limited funding opportunities and/or very little flexibility or "room to move." In other words, we have been accused of stretching the point in some cases.

We acknowledge the restrictiveness of many program operations. We realize, as well, that urban superintendents are not going to hang on every citation with bated breath over the prospects of finding that much-needed multi-million dollar budget supplement. We do feel, however, that too many pieces of legislation are subjected to unnecessarily narrow and routine interpretations by cautious advisors, thereby ruling out many urban secondary school reform activities. Take Title I as an example; because of tradition, politics and inertia it remains almost entirely an elementary level program. There are not just a few multi-million dollar budget supplements socked away in that cookie jar.

Many federal program officers are hesitant about overstepping the boundaries of the federal role in public education. The law prohibits USOE from exercising control or directing local educational practices. It is conceivable that some of the policy recommendations garnered from local practitioners could be seen as overly advocatory. However, let us remember that a special initiative cannot be timid. If it is to serve its purpose, it must advocate.

We also believe that by citing each and every potentially relevant section of educational law, both urban secondary school constituents and Federal, State and local bureaucrats will begin to ask questions. Even asking "why not?" would be a step in the right direction. It could serve as an agent against entrenchment and inertia - an incentive for initiative.

The Urban High School Reform Initiative

I. Shared Decision-Making

School site discretion in planning and management must increase as a prerequisite to urban educational reform. The current "top-down" policy structures impede efficient, effective educational leadership. All levels of the community served by each secondary school must be involved in the process, both to stimulate support for school activities and to improve educational offerings. School site improvement strategies are thriving in Salt Lake City, being tried throughout California and Florida, in operation under New York City's School Self-Renewal program, and being planned in other cities throughout the country. The verdict is not yet in as to whether or not the site discretion concept is a key to reform in secondary schools in American cities. However one trend that has developed during the last decade is that meaningful parent participation is paramount.

In order to see how the U.S. Office of Education might assist districts willing to empower secondary school sites, the Initiative has analyzed Federal legislation. Part I, Shared Decision-Making is divided into the following two areas:

IA. School-Site Councils;
IB. School-Site Budgeting.

A final caveat with regard to the legislation: there is no Federal counterpart to State laws on school improvement. The recently reauthorized Elementary and Secondary Education Act (ESEA) contains two sections which recall the spirit of the California School Improvement law: Title I's Schoolwide Projects (sec. 133); and Title IV-C's sections on school level management improvement (sec. 431(a)(6)).

IA. School-Site Councils

Some version of formal community involvement in school site decision-making is recommended for urban secondary reform. Elementary schools have tradionally sustained considerable parent and neighborhood involvement. Unfortunately, urban junior and senior high schools serve large, complex cross-sections of their cities which are less conducive to community interaction. Parents tend not to follow their children's educational progress into adolescence as closely; and concurrently, teenagers do not want parents to meddle directly in their schooling process.

The nature and composition of a shared decision-making model at the school site are somewhat analogous to a school level school board. Comprised of a locally devised mix of parents, teachers, students, neighborhood business, labor or professional people and community organization members, and preferably small, it would be chaired by the building principal. It could be elected or appointed with particular safeguards to insure minority participation. The council should have real authority in planning, budgeting, program development and management review. All participants should, as well, receive basic training in such areas as group process, and school finance and governance procedures.

Federal legislation does not mention the school site council concept. As a mattar of fact, the various mandated advisory committees now in existence could compromise and even prevent the councils from developing.

One relatively obscure section of the new ESEA actually contains the basic ingredients for a school site council; Title IV-C School Improvement (sec. 432(b)(2)) - requires that a committee (similar in design to the one in the above conceptualization) approve all school management improvement projects (sec. 431(a)(6)) funded under the Title. A section of the new Basic Skills legislation (sec. 222(d)) describes an approval process for school level programs that is tantamount to school site council authority over the educational program. It should be noted that the ill-fated urban/rural projects of the early 1970s had difficulty establishing school community councils in some twenty-five districts across the country. Among the lessons to be learned from that experience, is that local school district leadership must be willing to take the initiative in establishing community participation with "parity" or real authority. This is happening in some cities, and can best be fostered at the Federal level by non-directive support and assistance. Otherwise, Federal legislation, especially ESEA 1978, contains many mandates for advisory committees and parent particiation, both formal as in Titles I and VI, and informal as in Career Education. The following charts cite each section of the law which could be supportive of secondary level site council activities.

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
I. Shared Decision Making A. School Site Councils	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(1)(j) - mandates participation of teachers, school board members and parents in planning and evaluating Title I programs.	X			X	X*	
-sec. 125(a) - mandates elected Parent Advisory Councils (PACS). The PAC has authority to advise in planning, implementation and evaluation of Title I programs.	X			X	X*	
-authority for approval by PAC of budgeting and organization design would have to be added by legislative amendment although the LEA can delegate approval authority to PAC if it wishes. The LEA cannot be absolved of ultimate accountability.			X*		X*	
-( ) - There is no language pertaining to PAC cooperation/collaboration with a school site council.		X*	or X*			
-sec. 125(d) - mandates training of PAC members.	X			X	X*	
-sec. 133(b) - authorizes school-wide projects which are required to involve teachers, parents, teacher aides, administrators and secondary students in the project's development.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
I. Shared Decision Making A. School Site Councils	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 206 - authorizes the Secretary to support activities designed to involve parents and volunteers in basic skills program.		X*			X	
-sec. 222(d) - mandates the participation of teachers, administrators and parents in the development of comprehensive school site programs.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title III	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
I. Shared Decision Making A. School Site Councils	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 303(a)(b) - authorizes the Commissioner to make grants not to exceed $25,000 to teachers, administrators, other educational personnel and parent organizations for the development and demonstration of innovative techniques.	X*				X	X

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*denotes key decision point

ESEA P.L. 95-561 Title IV-C I. Shared Decision Making A. School Site Councils	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-Title IV, Part C - authorizes activities that improve LEA practices.	X			X*	X	
-sec. 431(a)(4) and (b)(1)(B) - encourage parental involvement in compensatory education programs.	X			X*	X	
-sec. 431(a)(6) - encourages improved school site management practices.	X			X*	X	
-sec. 432(b)(2) - mandates that all school management improvement projects be approved by a committee composed of administrators, teachers, other staff at the school, and parents whose children attend the school.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title V	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
I. Shared Decision Making A. School Site Councils	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 502(b)(5) - requires LEAs receiving Federal funds through the States to provide reasonable opportunities for the participation by teachers, parents, and other community organizations and individuals in the planning and operation of programs.	X			X	X*	
-sec. 521(4) - authorizes the SEA to provide technical assistance to LEAs to improve planning, management of State and federal programs, citizen involvement....		X		X*		

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA I. Shared Decision Making A. School Site Councils	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 607(a)(5) - authorizes community relations activities including public information efforts.		X			X*	
-sec. 610(a)(1)(A) - mandates consultation with parents, teachers, secondary school students in the development of a desegregation program.	X				X*	
-sec. 610(a)(1)(B) - mandates the participation of a committee of parents, teachers, students (at least 50% minority representation, and 50% parent representation in the program's development).	X				X*	
-sec. 610(a)(2) - mandates that the program be operated in consultation with said constituents and committee.	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VII Bilingual I. Shared Decision Making A. School Site Councils	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 703(a)(4)(E) - establishes general authority for consultation with and participation by an advisory council of parents and other school/community representatives.	X				X*	
-sec. 721(a)(2) - authorizes supplementary community activities to facilitate bilingual program.		X			X*	
-sec. 751(a)(2)(A), (B) - mandates the establishment of a project committee or board incident to desegregation, broadly representatives of parents, school officials, teachers, committee members, not less than 1/2 of which shall be parents, and not less than 1/2 of which shall be minority group members. This board will participate in the presentation and implementation of the program.	X				X*	

*Denotes key decision point

P.L. 95-336 Alcohol and Drug Abuse Education Act	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
I. Shared Decision Making A. School Site Councils	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 2 and 3(a) and Section 3(b)(2) - authorize creative programs that involve school personnel, parents, students, and community members in the development of programs to decrease alcohol and drug abuse. USOE must give priority to school based projects.	X				X*	X

*Denotes key decision point

P.L. 95-207 Career Education Incentive Act I. Shared Decision Making A. School Site Councils	FEDERAL LEGISLATION: Permits USOE/CTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 8(a)(3)(J) - authorizes the promotion and operation of community career education councils (involving parents) in the delivery of career education.	X			X*	X	

*Denotes key decision point

Higher Ed. Act P.L. 94-482 Title V, A Teacher Corps / I. Shared Decision Making A. School Site Councils	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 152(e)(1) - (in amending sec. 513 of the previous act) - where LEA is involved in the training of teachers under Teacher Corps auspices, funds must be used to establish a parent/community council.	X				X*	
-sec. 152(e)(2) - (in amending sec. 532 of the previous act) - mandates that such council participate in the planning, implementation and evaluation of the project.	X				X*	

*Denotes key decision point

Other Federal Agencies / I. Shared Decision Making A. School Site Councils	FEDERAL LEGISLATION: USOE ACTION: Permits make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
HUD - Neighborhood Development Councils Community Development Block Grants	X					X
DOL - The Youth Employment Demonstration Project Act (YEDPA - now CETA, Title III) - encourages school/community cooperation in easing youths' transition from school to work.	X				X	
- a wide variety of community advisory councils are authorized.	X				X	X

*Denotes key decision point

Community Services Administration Economic Opportunity Act	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
The Act provides funding for CSA administered summer youth recreation and physical education programs for low-income youth. Although authorized, the Act's Demonstration Employment and Training Opportunities' emphasizing disadvantaged youth was not funded in FY 1979.						X*

*Denotes key decision point

1B. School-Site Budgeting

School site budgeting is a relatively new concept that allows principal and/or school site council discretion in allocating internal funds. The local school community must, of course, set parameters for school expenditures consistent with district and State mandates. Therefore, the school site budgeting process in one district is not likely to be the same as a district's in another State; there would be considerable variance within States and even between schools in the same district.

The Federal government has not and probably should not get involved directly in what is a local governance decision. The same general authorities of the discretionary programs cited under 1A. school-site councils could assist local experiments in school site budgeting. ESEA Title III-A, the Commissioner's limited number of $25,000 discretionary grants and Title IV-C could support necessary training and/or the development of accountability systems.

II. Diverse Learning Environments

Conventional classroom learning - one teacher in one classroom with 20 to 40 students and a common set of texts - cannot, by itself, address the multiple needs of diverse urban adolescent populations. Successful urban secondary educational programs must offer flexible structural arrangements, relevant curricula, integrated counselling services and on-going staff development for administrators, teachers and aides alike. General prerequisites for such a comprehensive educational program include: clear goals; clear competency standards for students and staff; systematic site-specific needs assessment; authority for site-specific staff development, and an evaluation plan. A balance between classroom learning and experiential, off-site programs should be struck in order to ease the transition from school to the world of adult responsibilities. This major theme of the Urban High School Reform Conferences is divided into two subparts:

IIA. Educational Program Development;
IIB. Professional Development

IIA. Educational Program Development

Educational reform must sooner or later reach the students in the classrooms and the extended educational environment. There is a need to diversify learning structures and simultaneously to strengthen the basic skills commitment of teachers, students and parents alike. The reading, writing and computational inadequacies of urban secondary school students bespeak a crisis for America's future productivity and stability. People recognize that, but they also conclude that adolescents cannot be taught those skills with methods more appropriate to the elementary level. Junior and senior high school leadership must see to it that skill acquisition is linked to broader life, career and inquiry skill training through flexible programs; work-study options; non-time bound, non-classroom bound, experiential learning; and other innovations.

The design of such responsive educational environments must take place at the school site. Only site level administrators, teachers, students and parents can succeed at meeting the individual learning needs and styles of each student. The necessary steps include needs assessment, planning, program development, program operation, integrated counseling services and evaluation.

In Federal legislation, there is little authority for school level program development; again Title I's Schoolwide Projects (sec. 133) stands out. Title II (sec. 222(d)) details the process for school level development of basic skills projects. Federal intervention in the curriculum area respects the tradition of local control over the educational process. Compensatory education, the fundamental thrust of almost all the legislation, is oriented toward basic skills. But that should not be taken as an invocation of traditional practices, especially at the secondary level, where basic skills instruction should include innovative, and flexible alternatives. Unfortunately, compensatory education is almost synonymous with elementary education. Until such programs as Titles I, II, VI and others in ESEA turn funds toward the secondary schools USOE can expect to have little impact on the educational program.

Part IIA, Educational Program Development has been divided into the following subsections:

IIA. - Educational Program Development (General Authority);
IIA.1. - Program Needs Assessment;
IIA.2. - Curricula;
IIA.2.a. - Basic Skills;
IIA.2.b. - School/Work;
IIA.2.c. - Special Needs;
IIA.3. - Materials/Technology;
IIA.4. - Flexible Structures;
IIA.5. - Counseling/Diagnostic Testing
IIA.6. - Incentives for Students;
IIA.7. - Program Evaluation.

IIA. Educational Program Development (General Authority):

This part lists all sections of federal educational law that give general authority for program development. Congress, in its reluctance to prescribe program content and/or structure, has provided, in many programs, broad avenues for curricular and structural innovation. Included are the major compensatory education programs such as Titles I and VI, as well as the smaller discretionary programs which are not specific as to content areas such as Title IV-C's school improvement grants. It should be stressed that this Part holds promise for, and is addressed in part to, urban constituents who see the need for diverse educational alternatives at the secondary level. In addition, Part IC.4. on Flexible Structures cites sections of the law that specifically authorize such programs.

IIA.1 Program Needs Assessment:

This part cites the relatively infrequent legislative language pertaining to what is judged to be an important component of urban secondary reform: needs assessment and comprehensive program planning. Education Committee staff members admitted that Congress is not favorably disposed to providing funds for planning. Only in Titles I (sec. 133) and II (sec. 222) are needs assessment and planning mandated at the school site level.

IIA.2. Curricula:

Legislative language with respect to curricula reflects to a great extent the major concerns of urban high school constituents. Therefore, this part is divided into three subparts:

IIA.2.a. Basic Skills
b. School/Work
c. Special Needs

Each subpart contains all specific language referring to the respective curricular areas. The issues of basic skills and school to work are emphasized in current legislation. The large compensatory programs have traditionally been devoted to the former and have been bolstered by the expanded Title II for basic skills. Vocational and Career Education have been paralleled in significance by the youth employment legislation administered by the Department of Labor (DOL). The 22% set aside for in-school projects under the Youth Employment Training Program (YETP) represents the bare minimum of labor funds reaching urban secondary students. It has prompted some urban school district federal coordinators to admit that various DOL programs have more impact on urban adolescents than do Education Division programs. The special needs category demonstrates Congressional and conference concern over sex bias; lingual, cultural and economic disadvantages; and physical or mental handicaps. Of note to urban secondary educators are several programs conceived as incentives for talented, low-income youth

to continue their education at the postsecondary level. Upward Bound and Talent Search are the prototype efforts in this area, to which Biomedical Sciences was recently added in ESEA, Title III. Also listed are the small content-oriented programs designed to improve educational offerings in special areas such as the arts, the environment, and health.

IIA.3. Materials/Technologies:

This part cites all section of federal legislation authorizing the acquisition of materials and/or use of educational technologies. Of particular interest are: ESEA Title IV-B, which funds library and learning resources; and Vocational Education's Section 191, which authorizes emergency funds for updating equipment and facilities.

IIA.4. Flexible Structures:

There is little direct legislative language speaking to the issue of flexible educational structures. Legislators regard it as a matter for local discretion. However, the emergence in the reauthorization of ESEA of direct encouragement for extended school activities, particularly in Title IV-C (sec. 431(a)(9)), Title VI (magnet schools, school pairing), and in Title VIII - Community Schools, is a significant indication of national educational leadership support for alternatives, particularly at the secondary level.

IIA.5. Counseling and Diagnostic Testing:

A proliferation of ESEA language concerning individualized assessments, testing and counseling is augmented by the establishment of a new Title IV-D. A separate section (129) of Title I encourages the development of individualized educational plans similar to those mandated by the Handicapped Education Act. The rising national concern over Youth Employment has lead to language supporting career counseling and occupational aptitude testing. The Career Education (sec. 8(a)) and Vocational Education (sec. 134(a)) Acts have sections authorizing exemplary counseling programs; the Department of Labor's Youth Employment Training Program (YETP) also encourages career counseling.

IIA.6. Incentives for Students:

This section cites the Federal programs that offer special incentives for students such as: work options, academic credit for experiential learning; and financial assistance. Most are in the employability area, but, perhaps, better known to urban educators are Higher Education's programs for talented, disadvantaged secondary school students: Upward Bound and Talent Search. The new Biomedical Sciences program authorized in ESEA follows a similar model by offering stipends to selected students to pursue their education in biomedical sciences. ACTIONs National Center for Service Learning provides training and technical assistance to high school students interested in community service.

IIA.7. Program Evaluation:

Conferees urged that site-level evaluation capacity be augmented to help schools improve themselves rather than be burdened with national prescriptions. The Reauthorization of ESEA established evaluation as a critical component in Federally funded programs, particularly in Title I and II. It should be noted that the National Title I Advisory Council has called for a moratorium on large scale federal studies, encouraging in their place, dissemination and practical, local project-improvement studies. Evaluation is one area of education in which Federal leadership has significantly advanced the state of the art.

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(a) - authorizes the development of programs to meet the special educational needs of low income children.	X			X	X*	
-sec. 133(a) - authorizes the development of school-wide educational programs for schools with 75% or more children from low-income families.	X			X	X*	

*Denotes key decision point

P.L. 95-561 ESEA Title III II. Diverse Learning Environments A. Educational Program Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 303(b) -- Commissioner is authorized to make $25,000 discretionary grants for development and demonstration of educational innovations and improvements.	X*					X

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 431(a) -- gives general authority to the State to make discretionary grants to LEAs for the development and demonstration of improved educational practices.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title V-B	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 521(10) - States are encouraged to develop curricular materials.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title VI: ESAA II. Diverse Learning Environments A. Educational Program Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 607(a)(3),(4) - authorizes LEAs involved in desegregation projects to develop new curricula and other innovative educational activities.	X			X	X*	

*Denotes key decision point

P.L. 94-482 Higher Education Act Title V-B Teacher Centers / II. Diverse Learning Environments A. Educational Program Development (General Authority)	FEDERAL LEGISLATION: Permits US. ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 532 - authorizes teacher initiated curriculum development.	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II / Diverse Learning Environments A. Educational Program Development 1. Program Needs Assessment	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(b)(c) - mandates LEA needs assessment and planning.	X			X	X*	
-sec. 133(b)(1)A - mandates comprehensive assessment and planning for school-wide projects. SEA has approval authority.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills II. Diverse Learning Environments A. Educational Program Development 1. Program Needs Assessment	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 205(1) - encourages school-wide needs assessment	X				X*	
-sec. 222(d)(1) - under the State Plan, the law requires diagnostic needs assessment at school level for comprehensive basic skills instruction.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title I II. Diverse Learning Environments A. Educational Program Development 2. Curricula a. basic skills	FEDERAL LEGISLATION: Permits USOF ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 117(a) - the authorization for the "concentration grants" emphasizes basic skills programs for children in LEAs in counties with especially high concentrations of children from low income families.	X			X	X*	
-sec. 124(a) and sec. 133(a) - compensatory education programs traditionally have a basic skills orientation.	X			X	X*	

*Denotes key decision point

ESEA Title II Basic Skills / II. Diverse Learning Environments A. Educational Program Development 2. Curricula a. basic skills	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
Part A: National Program						
-sec. 205(3) - authorizes the development of comprehensive programs for instruction in the basic skills.	X				X*	
-sec. 208(a)(b) - authorize special school-community activities, such as Reading Academies to improve the basic skills achievement of children and youth.	X			X	X	X*
-sec. 210 - requires coordination between this Title and Titles I and IV of this Act, Title V of the Economic Opportunity Act, Title V of the Higher Education Act and other federal programs to improve basic skills for all	X*					
Part B: State Program						
-sec. 222(d) - authorizes SEAs to make grants to LEAs for the development of comprehensive basic skills programs.	X			X*	X	
-sec. 224(1) - authorizes the development of comprehensive statewide programs that provide instruction in the basic skills.	X			X		

*Denotes key decision point

ESEA P.L. 95-561 Title III - F Youth Employment II. Diverse Learning Environments A. Educational Program Development 2. Curricula a. basic skills	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 341(a)(2) - encourages the development of ways to improve basic skills achievement through work experience.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C II. Diverse Learning Environments A. Educational Program Development 2. Curricula a. basic skills	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 431(a)(3) - authorizes SEAs to make grants to LEAs for the development of programs that improve basic skills.	X			X*	X	
-sec. 431(b)(1)(D) - authorizes SEAs to make grants to LEAs for the development of educational materials for use by disadvantaged children in the home to improve achievement in the basic skills.	X			X*	X	

*Denotes key decision point

ESEA Title VI ESAA II. Diverse Learning Environments A. Educational Program Development 2. Curricula a. basic skills	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 607(a)(8) - authorizes the provision of compensatory services to students who received such services under Title I. This traditionally signifies basic skills instruction.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title IX-B Educational Proficiency Standards / II. Diverse Learning Environments A. Educational Program Development 2. Curricula a. basic skills	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 921(b)(2) - authorizes grants to States or LEAs submitting plans designed to help students reach proficiency in basic skills.	X*			X	X	

*Denotes key decision point

General Education Provisions Act P.L. 94-482 NIE / II. Diverse Learning Environments A. Educational Program Development 2. Curricula a. basic skills	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 403(a) (amending sec. 405(b)(2)(A) of the previous act) - puts a high priority on research and development in basic educational skills.	X*					

*denotes key decision point

ESEA P.L. 95-561 Title III - F Youth Employment II. Diverse Learning Environments A. Educational Program Development 2. Curricula b. school/work	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 341(a)(2)(4)(5) - authorizes USOE to make grants for the development of programs that facilitate school/work transition.	X*				X	X

*Denotes key decision point

P.L. 95-207 Career Education II. Diverse Learning Environments A. Educational Program Development 2. Curricula b. school/work	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 8(a)(3) - authorizes the State to make grants to LEAs for the development of career education programs.	X			X*	X	
-sec. 10(a) - authorizes USOE to make grants for the development and demonstration of model career education programs.	X*			X	X	X
-( ) - need legislative language mandating special consideration for disadvantaged, unemployable youth.			X*			

*Denotes key decision point

Vocational Education Act P.L. 94-482 II. Diverse Learning Environments A. Educational Program Development 2. Curricula b. school/work	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 106(a)(5) - the basic State formula grant program provides for the development of vocational programs that match emerging local manpower needs.	X			X*	X	
-sec. 132(a)(1) - encourages States to use funds for the development of exemplary and innovative programs in urban centers.	X			X*	X	
-sec. 132(a)(5) - encourages States to use funds for the development of career awareness programs, especially for disadvantaged youth.	X			X*	X	
-sec. 133(a)(1) - authorizes funds for development of new vocational education curricula.	X			X*		
-sec. 140(b)(1) - requires States to allocate funds within the State to areas with high concentrations of youth unemployment and school dropouts for the vocational education of the disadvantaged.	X			X*	X	

*Denotes key decision point

General Education Provisions Act P.L. 94-482 NIE II. Diverse Learning Environments A. Educational Program Development 2. Curricula b. school/work	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 403(a) - '(amending sec. 405(b)(2)(D) of the previous act) - puts a high priority on research and development in career preparation.	X*					

*Denotes key decision point

Other Federal Agencies / Department of Labor / CETA II. Diverse Learning Environments A. Educational Program Development 2. Curricula b. school/work	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-Title III of CETA formerly (YEDPA) includes the Youth Employment Training Program (YETP) which has obvious implications for the development of school/work programs. It specifically requires Primes Sponsors to set aside 22% of YETP funds for in-school projects.					X	X* (Prime Sponsor)
-( )- need education legislation authorizing collaboration with DOL/CETA.			X*			

*Denotes key decision point

ESEA P.L. 89-561 Title I II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-Part B: State Operated Programs - authorizes use of funding for LEAs involved in the following special programs:						
-sec. 141(a) - migrant education	X			X*	X	
-sec. 146(a) - handicapped education	X			X*		
-sec. 151(a) - neglected and delinguent education	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title III II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-the following small discretionary grant programs may be relevant:						
-sec. 312(a) - metric education	X*			X	X	X
-sec. 322 - arts education	X*			X	X	X
-sec. 333(a) - consumer education	X*			X	X	X
-sec. 347(a) - law related education	X*			X	X	X
-sec. 351(a) and sec. 353(b)(1)(2) - environmental education	X*			X	X	X
-sec. 356(a) - special grants in environmental education innovation	X*					X
-sec. 362(a) - health education	X*			X	X	
-sec. 372(a) - corrections education	X*			X	X	
-sec. 383(a) - biomedical sciences education for disadvantaged secondary school students.	X*					X (IHEs)
-sec. 392(a) - population education	X*			X	X	X
-sec. 303(c) - authorizes grants for the development of energy conversation education programs.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
II. Diverse Learning Environments	USOE ACTION: make	make	push			
A. Educational Program Development 2. Curricula c. special needs	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-IVC authorizes programs for special needs such as:						
-sec. 431(a)(1)(A) - gifted and talented	X			X*	X	
-sec. 431(a)(1)(A) - handicapped children (at least 15% of State funds)	X			X*	X	
-sec. 431(a)(1)(B) - dropouts	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 607(a) - has traditionally given general authority to LEAs to develop human-relations programs.	X			X	X*	
-sec. 607(a)(3) - authorizes ethnic, and minority cultural education.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VII Bilingual II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 702(a) - describes Congressional intent with regards to the special educational needs of children with limited English proficiency due to background in: Chinese French German Spanish Vietnamese or other languages.	X				X*	
-sec. 721(a) - authorizes grants to LEAs for the establishment, operation and improvement of programs and supplementary educational activities incident to the instruction of limited English-speaking students.	X				X*	
-sec. 751(a)(1)(A) - authorizes grants to LEAs for the establishment and operation of a bilingual education program in districts undergoing desegregation.	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community-Schools II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-authorizes services for the following special needs:						
-sec. 807(6) - secondary students who are expelled for disciplinary reasons or who dropout.	X			X	X*	X
-sec. 807(7) - the handicapped	X			X	X*	X
-sec. 807(8) - juvenile offenders	X			X	X*	X
-sec. 807(11) - arts education	X			X	X	X*
-sec. 807(14) - leisure education	X			X	X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title IX II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-authorizes discretionary grants for the following special programs:						
-sec. 904(a) and sec. 905(a) - gifted and talented education.	X			X	X*	X
-sec. 931(a) - women's educational equity, sex bias and sex stereotyping.	X*				X	X
-sec. 952 - ethnic heritage studies	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title XI Indian Education II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 1101(a)(3)(B) - mandates programs for Indian children.	X				X*	

*Denotes key decision point

Alcohol and Drug Abuse Education Act P.L. 95-336 II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. (3)(a) - authorizes discretionary grants for the development of alcohol and drug abuse prevention programs and other affective-oriented, anti-social behavior prevention programs.	X				X*	X

*Denotes key decision point

Career Education Incentives Act P.L. 95-207 II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 8(a)(2)(C) and (a)(3)(G) - authorizes State leadership and grants to LEAs to overcome bias and sex stereotyping.	X			X*	(	

*Denotes key decision point

Vocational Education Act P.L. 94-482 / II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 104(b)(1) - requires States to attend to following special needs related to mitigating vocational sex bias and sex stereotyping:	X			X*		
.sec. 120(b)(1)(J) - support to women preparing for traditionally male jobs.	X			X*	X	
.sec. 120(b)(1)(K) - day care services for vocational education students.	X			X*	X	
.sec. 133(a)(2) - the development of new curricula to overcome sex bias.	X			X*		
.sec. 136 - funds to States for overcoming sex bias.	X			X*		
-sec. 132(a)(3) - authorizes vocational programs for students with limited English-speaking ability.	X				X*	
-sec. 150(a) - gives wide authority to States for supporting efforts to provide better consumer and homemaking awareness to various populations, especially the disadvantaged.	X			X*	X	X
-sec. 181 - gives wide authority to USOE to improve bilingual vocational education programs.	X*			X	X	X

*Denotes key decision point

Handicapped Education P.L. 94-142 II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-authorizes funds for education of the handicapped	X			X	X*	

*Denotes key decision point

Higher Education Act P.L. 94-482 Talent Search, Upward Bound, Educational Opportunity Centers II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(a) - (amending sec. 417 of the previous act) - authorizes grants to provide special programs for talented students from low-income families encouraging them to continue in postsecondary education, and to dropouts wishing to continue their education beyond secondary schools.	X					X*

*Denotes key decision point

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 3. Materials/Technology	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(a) - authorizes the acquisition of equipment only when necessary.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USCE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 3. Materials/technology	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 207 - authorizes grants for the development and demonstration of educational technologies and materials.	X*				X	X
-sec. 208(a)(1)(4) - authorizes grants for book distribution activities.	X*				X	X
-sec. 222(3) - authorizes the development of materials useful for parent involvement in basic skills instruction.	X			X*	X	
-sec. 231(a) - authorizes contracts for inexpensive book distribution.	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IV-B II. Diverse Learning Environments A. Educational Program Development 3. Materials/Technologies	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 421 - requires States to distribute formula-based allotments to LEAs for materials and library resources.	X			X	X*	
-sec. 422(b) - in exercising local discretion, LEAs must adopt appropriate procedures to coordinate selection of materials and equipment including periodic consultation with teachers, librarians, media staff, and public and private school staff.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VI - ESAA II. Diverse Learning Environments A. Educational Program Development 3. Materials/Technologies	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 608(a)(5) and sec. 611(a) - authorize grants, contracts, etc. for the development of integrated children's TV and radio programs of cognitive and affective educational value.	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 3. Materials/Technologies	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 807(12) - authorizes grants for the development of means to use technologies to improve school/community linkages.	X*			X	X	

*Denotes key decision point

Vocational Education Act P.L. 94-482 / II. Diverse Learning Environments A. Education Program Development 3. Materials/Technology	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 191 - authorizes emergency assistance for updating urban and rural educational facilities and equipment to assure that quality vocational education programs can be provided.	X*				X	

*Denotes key decision point

ESEA P.L. 95-561 Title I / II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	FEDERAL LEGISLATION: Permits / USOE ACTION: make Administrative Priority	Is Open / make Regulations Entry	Does Not Encourage / push Legislative Change	State Option	Local Option	Other
-sec. 124(K) - requires LEAs to sustain educational gains through such means as summer programs. -	X			X	X	

*Denotes key decision point

ESEA P.L. 95-561 Title III - A F- Youth Employment G- Law Related Education II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 303(a) - Commissioner's discretionary grants may be used for the development and demonstration of flexible programs.		X*			X	X
-sec. 341(b) - Youth Employment grants shall be awarded for school/work programs which are likely to involve flexible program structure.		X*			X	X
-sec. 347(d)- authorizes grants for outside-the-classroom experiences with legal agencies.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 431(a)(9) - authorizes programs that extend education beyond the school building.	X			X*	X	
-sec. 431(b)(1)(A) - authorizes States to make grants to LEAs for summer bridge programs.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 608(a)(1) - authorizes grants for the establishment of magnet schools.	X				X*	
-sec. 608(a)(2) - authorizes pairing of schools with colleges and business.	X				X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 807(11) - is designed to promote flexible scheduling and structural arrangements at the high school level.	X*			X	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IX - A Gifted and Talented II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 905(a)(1) - although there is no specific authorizing language, the gifted and talented program traditionally encourages flexible learning structures, particularly independent study.		X		X	X*	

*Denotes key decision point

P.L. 94-142 Handicapped Education / II. Diverse Learning Environments A. Program Development 4. Flexible Structures	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 612(5)(B) - requires that procedures to assure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.	X			X	X	

*Denotes key decision point

Vocational Education Act P.L. 94-482 / II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 121 - authorizes work-study programs.	X			X	X*	
-sec. 122 - authorizes cooperative education programs.	X			X	X*	
-sec. 124 - authorizes residential vocational schools with special consideration given to youth from large urban areas.	X			X*	X	

*Denotes key decision point

Department of Labor / II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-the Youth Employment Training Program (CETA - Title III) mandates a 22% set aside for school/work preparation.	X				X	X*

*Denotes key decision point

ESEA P.L. 95-561 Title I / II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 129 - Congress encourages the development of individualized educational plans for all students participating on a Title I program.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 222(d)(1) - requires each school to complete diagnostic assessments of all students.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 431(a)(5)-authorizes the development of programs to diagnose learning problems and assess educational achievement.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-D II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 441(a)(1)(2) - authorizes guidance, counseling and testing in the elementary and secondary schools.	X			X*	X	

*Denotes key decision point

ESEA P.L 95-561 Title IX-b Educational Proficiency Standards Title IX-C Women's Educational Equity / II. Diverse Learning Structures A. Educational Program Development 5. Counseling/Diagnostic Testing	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 921(b)(2) and sec. 922(a)(3) - authorize development of testing techniques for the purposes of measuring proficiency and diagnosing needs.	X			X*	X	
-sec. 932(a)(1)(D) - authorizes guidance and counseling activities designed to insure educational equity.	X*					X

*Denotes key decision point

Career Education Incentive Act
P.L. 95-207

II. Diverse Learning Environments
A. Educational Program Development
5. Counseling/Diagnostic Testing

	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 8(a)(3)(8) - authorizes comprehensive career guidance, placement and follow-up services.	X			X*	X	

*Denotes key decision point

Vocational Education Act P.L. 94-482	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 134(a) - authorizes exemplary vocational counseling programs.	X			X*	X	

*Denotes key decision point

Handicapped Education Act P.L. 94-142 / II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 614(a)(5) - requires individualized educational plans for all handicapped children.	X			X	X*	
-sec. 612(5)(C) - requires procedures to assure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of handicapped children will be selected and administered so as not to be racially or culturally discriminatory.	X			X	X	

*Denotes key decision point

Higher Education Act P.L. 94-482 Education Opportunity Centers Education Information Centers II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	FEDERAL LEGISLATION: Permits USE ACTION: Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 124(a) (amending sec. 417 of the previous act) - authorizes counseling assistance to persons from low-income populations applying to a program of post-secondary study in areas where Educational Opportunity Centers have been established.	X					X*
-sec. 125 (amending sec. 418 of the previous act) - authorizes the establishment of Education Information Centers to provide educational information, guidance, counseling and testing services for all individuals.	X			X		X*

*Denotes key decision point

Department of Labor CETA / II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-The Youth Employment Training program recognizes career and vocational counseling activities as a critical component of the in-school set-aside.						

*Denotes key decision point

ESEA P.L. 95-561 Title III - F - Youth Employment G- Law Related Education L Biomedical Sciences II. Diverse Learning Environments A. Educational Program Development 6. Incentives for Students	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 341(a)(2) - encourages the development of ways to improve basic educational skills achievement through work experiences.	X*			X	X	X
-sec. 341(a)(4) - encourages the development of means to award academic credit for competencies derived from work experience.	X*			X	X	X
-sec. 383(a)(c) - authorizes stipends, travel and expenses to selected disadvantaged secondary students to pursue post-secondary education in the biomedical sciences.	X				X	X*
-sec. 347(d)(7) - authorizes youth internships for outside-the-classroom experience with the legal system.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C School Improvement II. Diverse Learning Environments A. Educational Program Development 6. Incentives for Students	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 431(a)(9) - authorizes programs that extend the educational process by using resources in the community such as businesses, museums, etc.	X			X*	X	

*Denotes key decision point

Vocational Education Act P.L. 94-482 II. Diverse Learning Environments A. Educational Program Development 6. Incentives for Students	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 121(a) - authorizes work study programs.	X			X*	X	X
-sec. 122 - authorizes cooperative education programs.	X			X*	X	X

*Denotes key decision point

Higher Education Act P.L. 94-482 Upward Bound, Talent Search, Educational Opportunity Centers II. Diverse Learning Environments A. Educational Program Development 6. Incentives for Students who Excel	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 124(a) (amending sec. 417 of the previous act) - authorizes special programs to assist to academically talented youth from low-income families to continue on to postsecondary education. Remedial course work, financial aid, educational information and counseling are authorized.	X				X	X* (IHES)

*Denotes key decision point

Department of Labor CETA II. Diverse Learning Environments A. Educational Program Development 6. Incentives for Students	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-summer employment programs, as well as in-school youth employment training programs give priority to disadvantaged youth.	X					X

*Denotes key decision point

ACTION: National Center for Service Learning	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 6. Incentives for Students	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-The new program incorporating the old National Student Volunteer program provides training and technical assistance to high school students interested in community service.						X*

*Denotes key decision point

ESEA P.L. 95-561 Title I II. Diverse Learning Environments A. Educational Program Development 7. Program Evaluation	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(g) - mandates LEA program evaluations	X			X	X*	
-sec. 133(b)(6) - mandates evaluation of schoolwide projects.	X			X	X*	
-sec. 183(a);(c) - authorize independent and jointly sponsored evalutions of local programs and specific school projects.	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills II. Diverse Learning Environments A. Educational Program Development 7. Program Evaluation	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 204(a) - authorizes grants for evaluations	X*			X	X	X
-sec. 221(4) - encourages State leadership in evaluation of basic skills programs.	X			X*		
-sec. 222(d)(5) - mandates evaluation of school level projects.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title IV Educational Improvement / II. Diverse Learning Environments A. Educational Program Development 7. Program Evaluation	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 404(b)(1)(C) - requires the State Title IV Advisory Council to evaluate all projects assisted under this Title.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title VI - ESAA II. Diverse Learning Environments A. Educational Program Development 7. Program Evaluation	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 607(a)(6) - authorizes evaluation of projects incident to desegregation.	X			X	X*	
-sec. 607(a)(6) - authorizes evaluation projects	X*			X	X	X

*Denotes key decision point

IIB. Professional Development

Professional development is a major concern in urban high schools across the country. There is ample recognition of the special problems associated with being an educator in large urban secondary schools. Administrators, hamstrung by daily crisis management duties, have little time or energy to devote to exercising educational leadership. Veteran teaching staffs must contend with the increasingly complex needs of contemporary urban students with scant opportunity to sharpen their own skills. Counselors are faced with the nearly impossible task of being responsive to 400-800 adolescents in addition to their scheduling and record keeping duties. There are few incentives for excellence.

There is a strong need for site-specific staff development - training selected by and for site staff. Such a strategy provides more relevant training than traditional district-wide in-service programs, and could serve as needed incentives for professional excellence. Incentives such as bonuses, master teacher designations, private sector internships and more flexible hiring prerogatives should be considered, as well.

Federal legislation contains comparatively little specific language on how, when and where to train educational professionals. Only Title I's School-Wide Projects (sec. 133) and the Teacher Center program encourage site discretion in staff development. Most large USOE programs have training authorizations incident to the specific program needs such as teaching skills for bilingual or handicapped education or language authorizing State leadership in training.

For presentation purposes, Part IB. on Professional Development has been divided into the following four areas

IIB. - Professional Development (General Authority)
IIB. 1- Management Training;
IIB. 2- Staff Training;
IIB. 3- Staff Incentives.

IIB. Professional Development (General Authority): This part lists all sections of federal educational law that give authority for general training of administrators, teachers, counselors and others involved in implementing the educational programs. Be aware that very few sections specifically mention site level professional development; this neither includes or excludes it as a potential strategy. Also note that a citation in this part from, for instance, Title VII, Bilingual Education, should be taken as authority for training incident only to the bilingual program.

IIB.1 Management Training: There is very little specific language referring to the training of educational management. Private foundations and national organizations are more active in this area. For example, the Danforth Foundation has a school administrators fellowship program; and the U.S. Conference of Mayors just announced that school administrators are eligible for their Labor Relations Fellowship Program. Reauthorization of the Higher Education Act may provide funds for training school site level managers, particularly principals.

IIB.2 Staff Training: Teacher Corps and Teacher Centers come to the fore for the Training of teachers, while Title IV-D supports the training of guidance and counseling professionals. As referenced above, almost all Federal education programs have built-in training provisions.

IIB.3 Staff Incentives: This is a matter for local discretion, although Federal legislation does authorize bonuses (Title I), advanced training stipends (Vocational Education and Teacher Corps), and cancellation of teacher training loans (National Defense Student Loan Program) for teachers in economically depressed areas. In addition, urban educators consider the availability of funds for site-specific curriculum research and development a welcome incentive for excellence. Broad discretionary grants such as those provided under Title IV-C fall into this category. On the whole, the sensitivity and the specificity of local bargaining agreements warrant Federal intervention in this area.

Note: For a comprehensive analysis of Federal programs that impact on professional development, contact the Director of Teacher Corps in the U.S. Office of Education. The analysis was compiled in May, 1978.

ESEA P.L. 95-561 Title II Basic Skills II. Diverse Learning Environments B. Professional Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-Part A (National Program)						
-sec. 205(5)(6) - authorizes training of all those involved in basic skills programs.	X*				X	
-sec. 207(4) - authorizes training for teachers, administrators, and other instructional personnel in the use of educational technology.	X*				X	X
-Part B (State Program)						
-sec. 221(5) - authorizes training of educational staff, including special reading and mathematics personnel and specialists.	X			X*	X	
-sec. 222(d)(3) - authorizes training for teachers, teacher aides, and administrators to enable better basic skills instruction.	X			X*	X	
-sec. 224(4) - authorizes in-service training programs for local administrators, instructional personnel and other staff members involved in instruction in the basic skills.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV II. Diverse Learning Environments B. Professional Development (General Authority)	FEDERAL LEGISLATION: Permits / USOE ACTION: make Administrative Priority	Is Open / make Regulations Entry	Does Not Encourage / push Legislative Change	State Option	Local Option	Other
-sec. 404(a)(12) - requires the State plan to include a comprehensive plan for the coordination of Federal and State funds for training.	X			X*		
-sec. 431(a)(7) and sec. 432(b)(1)(C) - authorizes professional development programs for teachers, administrators and other educational personnel.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA II. Diverse Learning Environments B. Professional Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 607(a)(1) - authorizes general training of all school personnel for handling desegregation related activities.	X				X*	
-sec. 608(c)(1)(C) - authorizes use of Federal matching funds to SEAs for training of education personnel, including para-professionals involved in special desegregation projects.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title VII Bilingual II. Diverse Learning Environments B. Professional Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 723 - authorizes training of all educational personnel incident to bilingual education programs.	X				X*	
-sec. 751(a)(1)(C) - authorizes training of educational personnel incident to bilingual education programs in districts undergoing desegregation.	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools II. Diverse Learning Environments B. Professional Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 807(a)(10) - authorizes training programs for school personnel (State plan and Discretionary grants to LEAs).	X			X*	X	
-sec. 812 - authorizes training programs in IHEs for educational personnel from community education programs.	X*					X

*Denotes key decision point

ESEA Title IX Part A - Gifted and Talented Part D - Safe Schools II. Diverse Learning Environments B. Professional Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 904(a) and sec. 905(a)(2) authorize States and the Federal government respectively to make grants to educational agencies for a wide variety of purposes including training incident to gifted and talented education.	X			X	X*	
-sec. 944(a)(1) - authorizes training of school staff to increase safety in facilities.	X				X*	

*denotes key decision point

P.L. 95-336 Alcohol & Drug Abuse Education / II. Diverse Learning Environments B. Professional Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 3(a)(4) - authorizes training programs for school personnel and others on alcohol and drug abuse prevention.	X				X*	

*Denotes key decision point

P.L. 95-207 Career Education / H. Diverse Learning Environments J. Professional Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-Sec. 8(a)(2)(A), (B),* (G) - encourages State leadership in training activities.	X			X*	X	
-Sec. 8(a)(3)(F), (G), (H) - encourage LEAs and others to provide training to all school personnel and others incident to career education programs.	X			X*	X	

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*denotes key decision point

P.L. 94-482 Vocational Education II. Diverse Learning Environments b. Professional Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-Part A - State Plan						
-sec. 135(a) - authorizes in-service training for all vocational education programs.	X			X*	X	
-sec. 171(a)(2)(B) and (3) - specify activities of a national center for research in vocational education, including leadership development and training programs.	X*					
-sec. 172 - authorizes federal discretionary grants for training and development programs for all vocational education personnel - including persons with vocational skills who do not have baccalaureate degrees.	X*				X	

*Denotes key decision point

P.L. 94-142 Handicapped Education / II. Diverse Learning Environments B. Professional Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 613(a)(3) - the State plan shall include general authority for the SEA and LEA to train school personnel for handling handicapped programs.	X			X*	X	

*Denotes key decision point

Civil Rights Act Title IV Desegregation / II. Diverse Learning Environments B. Professional Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 404 - authorizes grants to IHEs for the establishment of training institutes for helping school staff deal with the special educational problems incident to desegregation.	X*				X	X
-sec. 405(a)(1) - authorizes grants to local school boards for training of school staff incident to desegregation.	X*				X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C II. Diverse Learning Environments B. Professional Development 1. Management Training	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 431(a)(6) - encourages the development of model school management practices that best coordinate Federal, State and local resources and respond to the individual needs of students.	X			X*	X	
-sec. 432(b)(1)(A)(B) - requires States to allocate certain percentages of any future funds that exceed FY 1979 appropriations for activities under sec. 431 (a)(6) - improving school site management practices.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title V-B	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments B. Professional Development 1. Management Training	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 521(4) - authorizes the State to provide technical assistance to LEAs for management of State and Federal programs.	X			X		

*Denotes key decision point

P.L. 94-482 Higher Education Act Title V: A Teacher Corps / IV. Diverse Learning Environments B. Professional Development 1. Management Training	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-Title V may be authorized to include training for school administrators.			X			
-Part A (Teacher Corps) sec. 152(a)(2)(b)(2) - existing law (being reauthorized) permits LEAs to train educational personnel other than teachers.)		X			X*	

*Denotes key decision point

Intergovernmental Personnel Act of 1970 II. Diverse Learning Environments B. Professional Development 1. Management Training	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
- the act authorizes Federal, State and local personnel exchanges and details. Federal employees could assist LEAs, and reacquaint themselves with local school conditions. Local managers could benefit from government experience.	X*			X	X	X

*Denotes key decision point

ESEA 95-561 TITLE I II. Diverse Learning Environments B. Professional Development 2. Staff Training	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 124(a) - authorizes training for teachers and counselors	X			X	X*	
-sec. 124(1) - authorizes training of educational aides, volunteers, parents and other para-professionals	X			X	X*	
-sec. 125(d) - authorizes training of PAC members, some of whom may be on the school staff	X			X	X*	
-sec. 133(b)(5) - authorizes staff training for school-wide Title I projects	X			X	X*	

*Denotes key decision point

ESEA 95-561 Title IV-D Guidance and Counseling / II. Diverse Learning Environments B. Professional Development 2. Staff Training	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 441(a)(2)(B) - authorizes in-service counselor training	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VII Bilingual II. Diverse Learning Environments B. Professional Development 2. Staff Training	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 723(a)(2) - authorizes fellowships in the field of training bilingual education teachers.	X*					X

*Denotes key decision point

P.L. 95-561 Title XI Indian Education / II. Diverse Learning Environments B. Professional Development 2. Staff Training	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 1152(a) - amends sec. 422(a) of the Indian Education Act which provides grants for the training of Indian Educators.	X*					X

*Denotes key decision point

P.L. 94-782 Vocational Education Act II. Diverse Learning Environments B. Professional Development 2. Staff Training	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 134 - authorizes training programs for vocational guidance counselors.	X			X*		
-sec. 172 - authorizes training and development programs for vocational education personnel.	X			X	X*	
-( ) - need authorization for provision of brief training to uncertified personnel who have vocational skills to impart, and do not want permanent teaching credential - sec. 172(a)(3) - comes close to granting that authority.			X*			

*Denotes key decision point

P.L. 94-482 Title V A. Teacher Corps B. Teacher Centers / II. Diverse Learning Environments B. Professional Development 2. Staff Training	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 152(b)(2) (in amending sec. 513(a) of the previous act) - authorizes federal grants to LEAs and IHE, for the in-service and pre-service training of teachers, teacher aides and others.	X				X*	
-sec. 153(a)(in amending sec. 532(a)(2)(B) of the previous act) - authorizes grants to LEAs for the planning and operation of in-service teacher training activities under the governance of local teachers.	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environment B. Professional Development 3. Staff Incentives	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(a) - provides for salary bonuses at local option.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C II. Diverse Learning Environments B. Professional Development 3. Staff Incentives	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 431(a)(2) and sec. 431(b) - permit development and demonstration of improvements in compensatory education efforts (which could include: master teacher/team leader designation; merit pay incentives; sabbaticals internships; site research and curriculum development).	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 ESEA V-B II. Diverse Learning Environments B. Professional Development 3. Staff Incentives	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 521 - authorizes State leadership activities which have included Executive Academies.	X			X*		

*Denotes key decision point

Vocational Education Act P.L. 94-482 / II. Diverse Learning Environments B. Professional Development 3. Staff Incentives	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 172(b) authorizes federal discretionary grants for leadership development awards - with paid stipends.	X*					X

*Denotes key decision point

Higher Education Act P.L. 94-482 National Defense Student Loan Program II. Diverse Learning Environments B. Professional Development 3. Staff Incentives	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 465(a) - teachers in elementary and secondary schools with high concentrations of poverty children are eligible for cancellation of federally financed student loans based on years of service.	X					X*

*Denotes key decision point

HIGHER ED. Act P.L. 94-482 Title V A. Teacher Corps B. Teacher Centers / I. Shared Decision Making B. Professional Development 3. Staff Incentives	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 152 (in amending sec. 513(a)(3) of the previous act) - provides for in-service training at local IHEs and for release/leave time for training program.	X				X*	
-sec. 153 (in amending sec. 532 of the previous act) encourages the development by teachers of teacher initiated educational improvements.	X				X*	

*Denotes key decision point

Mutual Education and Cultural Exchange Act P.L. 83-480: Teacher Exchange II. Diverse Learning Environments B. Professional Development 3. Staff Incentives	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-provides the Office of Education with funds for exchanges between the U.S. and foreign countries of educators, including secondary school teachers.						

*Denotes key decision point

III. School Community Development

Many educational experts feel that American society has called upon its schools to resolve too many of our social ills, the responsibility for which formerly fell to the family, the workplace, the church and other community institutions. Unable to match the public expectations, the schools have suffered a loss of political and financial support nationally and in their immediate communities. The situation is more acute in urban areas where societal inequities compound the problem. Shared governance, the major theme of the Urban High School Reform Conferences, implies shared decision-making at the school site level and extensive community interaction at the school district level. School district leadership must call upon parents, school volunteers, private schools, cultural agencies, institutions of higher education, national minority and educational organizations, and all levels of government, particularly municipal leaders and social service agencies. The development of much needed school to work transition projects and other skill building alternatives depends upon the involvement of individuals and entities outside schools.

The Federal response to the need for community cooperation is bound to be slow. Bureaucratic turfs are reinforced by special interests who encourage legislators to protect the agencies and programs monitored by their committees. Consolidation and commingling of intra-agency program funds is strictly prohibited in most enactments. Interagency collaboration is discouraged. But the White House has provided impetus for some re-thinking of Federal domestic policy activities, particularly with regard to urban areas. The Reauthorization of ESEA contained many direct references that could extend the urban secondary educational process to the home, higher education, the arts and the world of work.

Part III. School Community Development has been divided into the following subparts:

IIIA. Networking;
IIIB. Coordinated Youth Services.

"Networking" is an increasingly popular social science "buzzword." It encompasses all formal and informal activities designed to build bridges between traditionally self-contained institutions and other public and private sector organizations and individuals. The coordination of Federally mandated social services would bring about more efficient use of existing youth programs.

IIIA. Networking: General Authority

School community networks provide for continuous interchanges between the schools and the public. Local educational leaders must clarify and publicize school goals, successes and needs as a first step. Otherwise, businessmen, city council members, the media and the citizenry will not know how to respond to their pleas for sharing community resources. The "outreach" or "bridge-building" process must open the schools to the community, so that mutual trust is established. Local models of school/community collaboration exist, however, it is inappropriate to prescribe a specific model suitable for all cities. Each situation requires local schools and communities to devise their own local network. Federal educational law, particularly the Education Amendments of 1978 (ESEA, P.L. 95-561), is very supportive of formal and informal interaction and exchanges of resources between schools and communities. The development of a closer relationship between the school and the home is a critical component of ESEA. Legislative language encourages the extension of education beyond school walls (Titles IV-C and Title VIII in particular). Other Federal agencies are also heavily involved in community networking activities. HUD's Community Development Block Grants (CDBGs) and the Community Service Administration (CSA) both promote formal community participation in local revitalization efforts. ACTION, the Federal Volunteer Agency, supports community networking through grants, training and technical assistance. Its National Center for Service Learning helps high school students develop service projects.

This part is divided into the following subparts:

- IIIA. - Networking: General Authority;
- IIIA.1. - Public Relations;
- IIIA.2. - Incentives for Outreach;
- IIIA.2.a. - reimbursement/tax credit;
- IIIA.2.b. - Federal/State Convening Authority;
- IIIA.3. - Parent/Volunteer Involvement;
- IIIA.4. - Business/Labor/Industry;
- IIIA.5. - Cultural Agencies;
- IIIA.6. - Public/Private School Cooperation
- IIIA.7. - Higher Education;
- IIIA.8. - School Facility Usage.

IIIA.1. Public Relations

An especially important component or, perhaps, forerunner of strong community involvement, is improved public relations. In most cities the image of the urban high school is at an all time low; public figures and media coverage overdramatize drug and alcohol problems; school crime and violence; dropouts and inadequately educated graduates. A balanced presentation of successes and flaws would be more hopeful. Reverend

Jesse Jackson's PUSH/EXCEL program capitalizes on just such a public relations strategy. He urges self-confidence, determination, parent involvement, and other all-American values upon his audiences. Only the uniquely sensitive desegregation assistance program (Title VI, sec. 607 (a)(5)) recognizes the need for local public relations efforts.

IIIA.2. Incentives for Outreach

Community involvement in the schools is not likely to happen without incentives. Needed are Federal and State legislative enactments to provide tax credits for businesses; reduction of the minimum wage for adolescents; reimbursement of costs to local school volunteers and parents; and large community educational development block grants. A better educated society may, on the other hand, be impetus enough, and Federal and State government would do well to play only a facilitator role.

The Federal government is reluctant to get involved on a large scale. However, Federal law contains incentives that could serve to enhance the schools' interrelationship with their communities. They fall under two categories:

IIIA.2.a. Reimbursement/Tax Credits; and
IIIA.2.b. Federal/State Convening Authority.

IIIA.2.a. Reimbursement/Tax Credit

The only education law authorizing these direct financial lures is under the Vocational Education Act. The section on Cooperative Education permits reimbusements for added costs to employers for on the job training (sec. 122(c)). The Federal Tax Amendments of 1978 improve and clarify Federal tax incentives for private firms participating in cooperative education projects. In some instances, cost reimbursement has been arranged given sufficient Federal Administration concern. The Deputy Commissioner of BESE recently authorized payment of the travel costs of Title I parents for a conference featuring Jesse Jackson.

IIIA.2.b. Federal/State Convening Authority

The facilitator or convener role may best suit the Federal Government in educational reform efforts. It is a form of incentive or an impetus for local action, one major objective of which is to encourage networking across governance levels and between school districts. There is more than ample authority throughout Federal educational legislation for Federal and/or State convening of conferences, workshops and training seminars in a broad range of relevant areas. As mentioned above, in the case of Title I parents, conference travel and per diem costs can be reimbursed through various legitimate means, including invitational travel and direct contracts to outside agencies. When committed to solving a special problem, high level Federal education officials can assist in providing support for convening, facilitation or technical assistance purposes. The Urban High School Reform Conferences are a case in point.

IIIA.3. Parent/Volunteer Involvement

Parent involvement is a cornerstone of the Education Amendments of 1978; it is an integral part of Reverend Jesse Jackson's message; and it surfaces at every Urban High School Conference including the recently completed PTA hearings on Urban Education. Title I has had mandated Parent Advisory Councils (PACs) for some time; now, almost every other Title of ESEA urges the facilitation of ties between the school and the home. The recognition that parental involvement tends to decrease as the child progresses from elementary to secondary school has fueled policy makers' commitment to restoring this link.

School volunteerism is riding a similar tide of national commitment to the promotion of public service. Private sector professionals and workers with career skills and understanding to impart can be invaluable to the schools, as can the growing retired population with its special skills, wisdom, unoccupied time and under-utlized energies. The enactment of various incentives, including monetary ones, could spur school volunteerism. Federal educational legislation is short on financial inducements but has language supporting volunteer activities. The extent and actual logistics are left to local discretion. National volunteer organizations have been pushing for State legislation or regulatory language encouraging school volunteerism. A possible legislative recommendation for strengthening both parent involvement and school volunteerism might be to amend the Adult Education Act to include authorization for the training of parents who would like to become school volunteers.

IIIA.4. Business/Labor/Industry

The concern over the employability of youth has instigated many efforts to involve the private sector in secondary education. Ranging from individual workers donating time to be volunteer tutors, speakers and counselors - to corporate and union sponsorship of career exploration and work/study programs, executive exchanges and management science advice - the potential contribution is great. It remains for educators to develop effective and efficient strategies for using outside help and for the Federal government to facilitate such collaboration with tax incentives and other procedural inducements. The Department of Labor and USOE's Vocational and Career Education programs are currently active in the area.

IIIA.5. Cultural Agencies

Arts education was reauthorized in Part C of Title III. Title IV-C (sec. 431(a)(9)) and Title VIII (sec. 807(11)) authorize projects that involve cultural agencies. The Museums Services Act and the National Endowment for the Arts also support such linkages.

IIIA.6. Public/Private School Cooperation

Private schools are a major and positive force in urban education. Both the public and private school system could benefit from increased cooperation, such as sharing of facilities and successful educational practices.

The reauthorization of ESEA strengthened Federal support for non-public schools by mandating the inclusion of private school children in Federal programs. Title XII establishesan Office of Non-Public Education to represent private schools in the U.S. Office of Education.

Two other Federal activities in the non-public arena could have an impact on the interrelationship between the public and private schools. First, the Tuition Tax Credit Bill is now being reintroduced in Congress. It would extend tax credits to parents who send their children to private schools, thereby jeopardizing indirectly the public school system. Secondly, the Internal Revenue Service is engaged in legal action to deny tax exemptions to segregated private schools.

IIIA.7. Higher Education

In the past Federal legislation linking institutions of higher education (IHEs) to secondary schools has focused on pre-service and in-service training, educational research, and special programs for helping talented, disadvantaged youth continue their education. ESEA 1978 adds a more generalized impetus for IHE assistance to the public schools, as in Titles II and VIII. Bilingual Education (sec. 721(b)(1)) authorizes joint LEA-IHE applications for grants.

IIIA.8. School Facility Usage

More efficent use of public buildings is a national imperative growing out of the energy shortage. The Community schools, Title VIII of ESEA is specifically designed for this purpose. The Adult Education Act also relies upon use of public school buildings as a locus of activities.

ESEA P.L. 95-561 Title II Basic Skills	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec 205(4) - authorizes grants for the demonstration of techniques for coordinating efforts of LEAs and other agencies to improve basic skills achievement	X*				X	X
-sec. 208(a)(3) - authorizes grants for community efforts to encourage improved basic skills achievement.	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561
Title III-A
G - Law Related Education

III. School Community Development A. Networking (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 303(a)(b) - authorizes $25,000 Commissioner's grants for innovative projects.	X*				X	X
-sec. 347(d)(2)(6) - authorizes law-related education programs that call upon many community resources, especially law-related agencies.	X*				X	X

*Denotes key decision point

Special Projects Act P.L. 93-380 PUSH/EXCEL (ESEA, Title III-A in FY 80) / III. School Community Development A. Networking (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 402 - is used as authorization for the PUSH/FXCEL program lead by the Reverend Jesse Jackson	X*				X	
Note: In FY 1980, program will be funded under ESEA, Title III (sec. 303)						

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C / III. School Community Development A. Networking (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 431(a)(9) - encourages programs that extend the educational process to all community resources.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561
Title VII
Bilingual Education

III. School Community Development A. Networking (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 721(a)(2) - provides for supplementary community activities and adult education programs.	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools / III. School Community Development A. Networking: General Authority	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-the entire Act is highly supportive of formal and informal interaction and exchanges of resources between schools and communities.	X*			X*	X	X

X* denotes key decision point

Career Education Incentive Act P.L. 95-207	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 8 (a)(3)(B),(C) - encourages collaboration with community resource personnel and minority, women's and other organizations in providing comprehensive career guidance and awareness programs.	X			X*	X	X

*Denotes key decision point

General Education Provisions Act P.L. 94-482 NIE / III. School Community Development A. Networking (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 403(a) (in amending sec. 405 of the previous act) - gives wide authority to NIE to pursue research and development activities to improve education. A recent research priority has been educational networking in the community.	X*				X	X

*Denotes key decision point

ACTION: National Center for Service Learning III. School Community Development A. Networking General Authority	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-ACTION's National Center for Service Learning promotes high school student-run community service projects with publications, training and technical assistance.						X*

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 1. Public Relations	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 222(a)(7) - requires States to make provision for the dissemination of information about the program to the general public.	X			X*	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title V-B	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 1. Public Relations	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 521(4)(6) - encourages States to provide technical assistance to LEAs, including the areas of citizen involvement and communication with the public.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 1. Public Relations	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 607(a)(5) - authorizes community relations activities including public information efforts.	X			X	X*	

*Denotes key decision point

Vocational Education Act P.L. 94-482	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 2. Incentives for Outreach a. Reimbursement/Tax Credits	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 122(c) - authorizes reimbursement for added costs to employers for on the job training of students in cooperative education programs.	X			X	X*	X

*Denotes key decision point

Revenue Act of 1978 III. School Community Development A. Networking 2. Incentives for Outreach a. Reimbursement/Tax Credits	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-improves and clarifies Federal tax incentives for private firms participating in cooperative education projects with local schools.	X			X*	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title I III. School Community Development A. Networking 2. Incentives for Outreach b. Federal/State Convening Authority	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 125(e) - USOE is required to sponsor regional workshops on parent involvement, although a separate appropriation of funds is necessary.	X*					

*Denotes key decision point

ESEA P.L. 95-561 Title II III. School Community Development A. Networking 2. Incentives for Outreach b. Federal/State Convening Authority	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 204(a) - authorizes grants to SEAs, LEAs, and other public and private organizations for planning, demonstrations, training and dissemination activities.	X*			X	X	X
-sec. 224(2)(5) - under the provision for State leadership activities, States may involve local teacher, parents and other community organizations in developing basic skills improvement strategies.	X			X*	X	X
-sec. 222(a)(2) - mandates involvement of parents, teachers, administrators, and other specific groups in the planning, development, implementation and evaluation of a comprehensive State program.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title IV III. School Community Development A. Networking 2. Incentives for Outreach b. Federal/State Convening Authority	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 404(b)(1) - describes the mandated State advisory councils representing public and private school personnel, higher education, librarians, parents, students and other members of the public; and sec. (b)(3) - such council shall hold one public meeting per year to	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title V-B III. School Community Development A. Networking 2. Incentives for Outreach b. Federa/State Convening Authority	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 521(6) - authorizes State workshops and conferences to maintain communication among educators and between educators and the public.	X			X*		

*Denotes key decision point

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ESEA P.L. 95-561
Title V-C
Councils on Quality Education

III. School Community Development
A. Networking
2. Incentives for Outreach
b. Federal/State Convening Authority

FEDERAL LEGISLATION:					
Permits	Is Open	Does Not Encourage			
USOE ACTION: make	make	push			
Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 531(a)(2) - requires the National Council on Quality in Education to conduct national conferences on the assessment and improvement of education in which all levels of educationists, as well as parents and representatives of other institutions participate.	X*				
-sec. 531(a)(5) - requires all Federal agencies to cooperate with the National Council.	X*				
-sec. 531(b)(5) - requires State Advisory Councils to hold not less than one public meeting per year for review of council policy.	X			X*	

*Denotes key decision point

ESEA P.L. 95-561, Title VIII
Community Schools

III. School Community Development A. Networking 2. Incentives for Outreach b. Federal/State Convening Authority	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 811(a) - authorizes National leadership activities, including National conferences.	X*					

*Denotes key decision point

Career Education Incentive Act P.L. 95-207 / III. School Community Development A. Networking 2. Incentives for Outreach b. Federal/State Convening Authority	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 8(a)(2)(E)(F) - authorizes Statewide career education leadership conferences and collaboration between State government and other public and private agencies.	X			X*		

*Denotes key decision point

Vocational Education Act P.L. 94-482 / III. School Community Development A. Networking 2. Incentives for Outreach b. Federal/State Convening Authority	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 105(a) - authorizes State and local advisory councils, which are obligated to hold public meetings.	X			X*	X*	
-sec. 107(a)(1)(J) and (2) - details a process of meetings and public hearings on the development of five year State plans.	X			X*		
-sec. 162(a) - describes the composition and function of the National Advisory Council and (b)(5) authorizes hearings and other activities necessary for it to perform its duties.	X*					
-sec. 108(a)(1)and (2) - detail a process of meetings and a public hearing on the annual planning and accountability report.	X			X*		

*Denotes key decision point

General Education Provisions Act
P.L. 91-230
USOE

III. School Community Development
A. Networking
2. Incentives for Outreach
b. Federal/State Convening Authority

FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
USOE ACTION: make	make	push			
Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 422(a)(2) - authorizes activities to inform the public on federal education programs.	X*				
-sec. 442(a) - gives the Commissioner authority to form advisory councils to address timely issues.	X*				

*denotes key decision point

General Education Provisions Act P.L. 92-318 NIE / III. School Community Development A. Networking 2. Incentives for Outreach h. Federal/State Convening Authority	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 403(c) (in amending sec. 405(e)(1)(2) of the previous act) authorizes activities to disseminate information.	X*					
-sec. 403(f)(2) (in amending sec. 405(f)(2) of the previous act) authorizes regional education laboratory dissemination activities, which have, in fact, included National and regional conferences on specific concerns, (notable among them is Urban Education).		X				X*

*Denotes key decision point

ESEA, P.L. 95-561 Title I III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(j) - LEAs must afford parents an opportunity to assist their children in succeeding in the educational program.		X		X	X*	
-sec. 124(l) - authorizes training of volunteers	X			X	X*	
-sec. 125(d) - mandates a training program for PAC members.	X			X	X*	

*Denotes key decision point

ESEA, P.L. 95-561 Title II Basic Skills III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
Part A: National Program						
-sec. 206 - authorizes training programs for parental/volunteer participation in basic skills instruction.	X*				X	
-sec. 208(a)(2)(3) - authorizes grants for community efforts including voluntary tutorial programs to improve basic skills achievement among children, youth and adults.	X*				X	X
-sec. 208(b) - the activities in 208(a)(2) are to be known as Reading Academies.	X*				X	
Part B: State Program						
-sec. 221(3) - encourage States to develop means by which parents can participate in basic skills instruction.	X			X*	X	
-sec. 222(d)(4) - requires participating LEAS to design ways of involving parents in basic skills instruction	X			X	X*	
-sec. 222(e) - authorizes grants to LEAs to develop comprehensive parent participation and training programs.	X			X	X*	

*Denotes key decision point

ESEA, P.L. 95-561 Title IV-C III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 431(a)(4) - encourages activities that involve parents in the education of their children.	X			X*	X	
-sec. 431(b)(1)(B) - authorizes States to encourage innovations that educate parents, enabling them to better contribute to their children's progress in compensatory education programs.	X			X*	X	
-sec. 432(b)(2) - requires that parents participate in the development of improved school management plans.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title V III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 502(b)(5)(6) - requires LEAs receiving Federal funds through the States to provide reasonable opportunities for parent participation in planning, operating and reviewing federal programs.	X			X*		
-sec. 521(5) - authorizes States to provide technical assistance to LEAs programs that enable parents to assist in the instruction of children at home.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 610(a)(1)(2) - mandates parent involvement in LEA development of programs incident to desegregation	X				X*	

*Denotes key decision point

ESEA, P.L. 95-561 Title VII Bilingual Education III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 703(a)(4)(E)(F) - mandates parental involvement in the application process and the operation of a bilingual education program.	X*				X	
-sec. 721(a)(2)(A) - encourages adult education programs for parents of children in bilingual education programs.	X				X*	
-sec. 723(a)(1)(A) - authorizes training of parents.	X				X*	
-sec. 751(a)(2)(A)(B) - mandates participation of parents on project committees incident to desegregation.	X*				X	

*Denotes key decision point

ESEA P.L. 95-561, Title VIII Community Schools / III. School Community Development A. Networking 1. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open: make Regulations Entry	Does Not Encourage: push Legislative Change	State Option	Local Option	Other
-sec. 802(a)(2) - cites the benefit of involving parents.	X					
-sec. 807(a)(13) - authorizes parent education programs.	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IX - D Safe Schools	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 3. Parent/Volunteer Involvement	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 944(a)(2) - encourages participating LEAs to inform parents and others incident to the development or implementation of the Safe Schools plan.	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title XI Indian Education III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 1144 - provides for parent committees for Indian education programs.	X				X*	

*Denotes key decision point

P.L. 89-750 As Amended by P.L. 95-561 Adult Education Act	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 3. Parent/Volunteer Involvement	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-( ) - need authorization for training of adults (parents) who would like to become school volunteers.			X*			

*Denotes key decision point

P.L. 95-336 Alcohol & Drug Abuse Education / III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 3(a)(5) - encourages parent education programs on drug and alcohol abuse prevention.	X				X*	

*Denotes key decision point

P.L. 95-207
Career Education

FEDERAL LEGISLATION:

III. School Community Development A. Networking 3. Parent/Volunteer Involvement	Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 8(a)(3)(B),(H) - encourages the involvement and training of parents and volunteers in forwarding career education.	X			X*	X	

*Denotes key decision point

P.L. 94-142 Handicapped Education Act / III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 614(a)(1)(C),(4) and sec. 615(b)(1)(A),(D) require consultation and participation of parent in devising educational plans of handicapped children.	X			X	X*	

*Denotes key decision point

Higher Education Act P.L. 94-482 Title V -Teacher Corps / III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 132(e)(1),(2) - mandate the participation of parents in planning, implementing and evaluating the teacher corps project.	*				X	X

*Denotes key decision point

General Education Provisions Act P.L. 91-230 USOE / III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 427 - gives the Commissioner authority to promote parent involvement through regulations.	X*					

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills / III. School Community Development A. Networking 4. Business/Labor/Industry	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 208(a) - authorizes the involvement of labor unions and business associations in community basic skills efforts.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C III. School Community Development A. Networking 4. Business/Labor/Industry	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 431(a)(9) - authorizes projects that extend the educational process to businesses and labor unions among other community institutions.	X			X*	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title VI / III. School Community Development A. Networking 4. Business/Labor/Industry	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 608(a)(2) - authorizes special projects that pair schools with businesses in support of desegregation.	X*				X	X

*Denotes key decision point

Vocational Education Act P.L. 94-482 / III. School Community Development A. Networking 4. Business/Labor/Industry	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 134 - encourages the participation of volunteers from business, labor, industry, the professions, etc. in the counseling of students.	X			X*	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title III - C Arts in Education / III. School Community Development A. Networking 5. Cultural Agencies	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 322 - authorizes grants for the development of the relationship between schools and cultural agencies including museums, theatres and libraries.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C III. School Community Development A. Networking 5. Cultural Agencies	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 431(a)(9) - authorizes grants that extend the educational process to museums and cultural agencies.	X			X*	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools / III. School Community Development A. Networking 5. Cultural Agencies	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 807(11) - authorizes specialized high school projects around particular interests such as the arts and the creation of interrelationships between secondary schools and cultural agencies.	X			X	X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title IX - E Ethnic Heritage	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 5. Cultural Agencies	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-the law supports collaboration with ethnic organizations museums and historical associations.	X*				X	X

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*denotes key decision point

Museum Services Act / III. School Community Development A. Networking 5. Cultural Agencies	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-the Act is designed to provide coordination between museums and educational agencies.	X					X*

*Denotes key decision point

ESEA P.L. 95-561 Title I III. School Community Development A. Networking 6. Public/Private School Cooperation	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(f) - requires LEAs to coordinate with other public and private agencies delivering or able to deliver comparable services.		X		X	X*	X
-sec. 130(a) - mandates that LEA provide comparable services to educationally deprived children in elementary and secondary private schools, if legally possible. Authorized activities include: dual enrollment and sharing of educational materials and technology.	X			X	X*	X
-sec. 130(b) - if the LEA is unable to fulfill this obligation, USOE is authorized to use by-pass provisions to ensure that compensatory services are available to these children.	X*			X		X

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills / III. School Community Development A. Networking 6. Public/Private School Cooperation	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
Part A: National Program						
-sec. 202(a) - requires States and LEAs to include private school children in their project designs.	X*			X	X	X
-sec. 204(a) - authorizes grants to private agencies as well as the public educational agencies.	X*			X	X	X
-sec. 208(a) - supports total community cooperation in improving basic skills achievement.	X			X	X	X
Part B: State Program						
-sec. 222(a)(2)(A) and sec. 222(b) - requires States to include provisions for private elementary and secondary school students.	X			X*	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title III Special Projects / III. School Community Development A. Networking 6. Public/Private School Cooperation	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 302(b) - requires that the Commissioner award grants only to LEAs that will provide for the needs of private school children on a comparable basis.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IV	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 6. Public/Private School Cooperation	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 406 - requires equitable participation of private school children in Title IV programs and projects, consistent with State law or through a waiver if legally necessary. LEA officials must consult with private school officials regarding all matters related to project applications.	X			X*	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title V III. School Community Development A. Networking 6. Public/Private School Cooperation	FEDERAL LEGISLATION: Permits / Is Open / Does Not Encourage USE ACTION: make / make / push Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 521 - activities authorized under this section encourage private school participation.	X			X*		
-sec. 522(1) - requires States to help private schools arrange for their students' participation in Federal elementary and secondary education programs.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title VI	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 6. Public/Private School Cooperation	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 610(a)(8) - requires LEAs to provide for minority children enrolled in area private schools on an equitable basis.	A				X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title VII Bilingual Education III. School Community Development A. Networking 6. Public/Private School Cooperation	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 721(b)(3)(C)(ii) - requires the participation of private elementary and secondary school children on a comparable basis.	X				X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 6. Public/Private School Cooperation	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 807(2) - authorizes activities which make public school facilities and/or equipment available for use by private school children.	X			X	X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title IX-A Gifted and Talented	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 6. Public/Private School Cooperation	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 904(c)(5) - requires that the needs of private school children be met through the State program or if necessary, through by-pass procedures.	X			X*	X	X

*Denotes key decision point

General Education Provisions as amended by ESEA P.L. 95-561 Title XII	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 6. Public/Private School Cooperation	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 1241 - establishes an office of Non-Public Education in USOE to assure participation of non-public school students in Federal programs.	X*					

*Denotes key decision point

Alcohol & Drug Abuse Education P.L. 93-380	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 6. Public/Private School Cooperation	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 3(a) - authorizes grants to private schools.	X*				X	X

*denotes key decision point

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Career Education Act P.L. 95-207 / III. School Community Development A. Networking 6. Public/Private School Cooperation	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	—		
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 8(c) - authorizes services to private school children.	X			X*	X	

*Denotes key decision point

Vocational Educational Act P.L. 94-482	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development A. Networking 6. Public/Private School Cooperation	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec 171(b)(2)(a) - requires participation of private school children in contracts and grants issued under the authority for programs of national significance.	X*				X	X
-Sec. 140(b)(2) - requires participation of private school children in grants for special programs for the disadvantaged.	X			X*	X	

*Denotes key decision point

Handicapped Education Act P.L. 94-142 / III. School Community Development A. Networking 6. Public/Private Cooperation	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 613(a)(4)(B) - provides for the participation of private school children.	X			X*	X	

*Denotes key decision point

Higher Education Act P.L. 94-482 V-B Teacher Centers / III. School Community Development A. Networking 6. Public/Private School Cooperation	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
- Sec 532(a)(2) - authorizes the participation of non-public school teachers.	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills III. School Community Development A. Networking 7. Higher Education Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 208(a) - authorizes the involvement of IHEs in commun[illegible] tutorial, book distribution and other reading activities.	X*				X	X (IHEs)
-sec. 210 - mandates coordination between Title II and Higher Education Act, Title V (Teacher Corps and Teacher Centers).	X*					
-sec. 222(a)(2)(B) - mandates that States consult representatives of IHEs in Title II, the comprehensive State program.	X			X*		X (IHEs)

*Denotes key decision point

ESEA P.L. 95-561 Title III-L Biomedical Sciences III. School Community Development A. Networking 7. Higher Education Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 381, 383, 384 - describe the characteristics of projects to be designed and implemented by IHEs in conjunction with secondary schools to encourage disadvantaged youth to prepare for a career in the biomedical sciences.	X				X	X* (IHEs)

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA III. School Community Development A. Networking 7. Higher Education Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Adminis-trative Priority	Regula-tions Entry	Legis-lative Change	State Option	Local Option	Other
-sec. 608(a)(2) - authorizes the pairing of schools with IHEs.	X				X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title VII Bilingual Education III. School Community Development A. Networking 7. Higher Education Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 721(b)(1) - authorizes joint LEA-IHE applications for grants.	X				X*	X* (IHE)
-sec. 723(a)(1) - authorizes grants and contracts to IHEs for the provision of bilingual education training.	X					X*
-sec. 742(a)(1) - authorizes IHE involvement in bilingual education research and development.	X*					X

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools III. School Community Development A. Networking 7. Higher Education Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 807(11) - authorizes flexible high school alternatives that include interrelationships with IHEs.	X*			X	X	X (IHE)
-sec. 812(a) - authorizes grants to IHEs for community education training.	X*					X (IHE)

*Denotes key decision point

ESEA P.L. 95-561 Title IX - A Gifted and Talented	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 7. Higher Education Involvement	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 901(c) and sec. 905(a)(1) - authorize grants to IHEs for gifted and talented programs.	X*				X	X

*Denotes key decision point

Higher Education Act P.L. 94-482 Title V - A - Teacher Corps B - Teacher Centers / III. School Community Development A. Networking 7. Higher Education Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-Part A - Teacher Corps legislation rests on collaboration between LEAs and IHEs to help develop strong teachers in schools with large disadvantaged populations.	X*				X	X (IHE)
-Part B - Teacher Centers						
-sec. 153 (in amending sec. 532(b) of the previous act) - mandates the participation of an IHE representative on the center policy board.	X*				X	X

*Denotes key decision point

Higher Education Act P.L. 94-482 Upward Bound, Talent Search, Educational Opportunity Centers / III. School Community Development A. Networking 7. Higher Education Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(a)(in amending sec. 417 of the previous act) - the so called TRIO programs are all predicated upon IHE involvement in the secondary education process to help disadvantaged youth realize their potential.	X*				X	X (IHE)

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools / III. School Community Development A. Networking B. School Facility Usage	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 802, 803, 806, 807 - the title is specifically designed for this purpose.	X			X	X	

*Denotes key decision point

ESEA P.L. 95-561 Title XIII-A Adult Education III. School Community Development A. Networking B. School Facility Usage	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 1303(a), sec. 1305 (amending sec. 304 and 306 of the previous act respectively) - acknowledge the prevalent usage of public school facilities for adult education programs and in sec. 306(b),(7)(8) - encourage the expansion of the programs to include other community resources. Outside institutional and private sector participation in the program is mandated.	X			X*	X	

*Denotes key decision point

Career Education Incentive Act P.L. 95-207 III. School Community Development A. Networking 8. School Facility Usage	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 8(a)(3)(K) - authorizes establishment of career education resource centers open to the general public.	X			X*	X	

*Denotes key decision point

Vocational Education Act P.L. 94-482	FEDERAL LEGISLATION					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking B. School Facility Usage	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-the entire act encourages the provision of vocational education, counseling services, etc. to out of school youth, women, and others, particularly in economically depressed areas with high unemployment rates.		X		X*	X*	X

*Denotes key decision point

IIIB. Coordinated Youth Services: General Authority

Urban high school constituents at the conferences acknowledged the considerable disarray and redundancy of existing urban youth services. ESEA also bears witness to the need for increased coordination of public and private efforts in behalf of youth, particularly disadvantaged students. The Joint Funding Simplification Act authorizes the designation of a single Federal Agency to act as liaison with local applicants in the case of cross-bureau grants. Title I (sec. 124(f)(1)) now includes a mandate for local school district coordination with other community services. Community Schools, Title VIII devotes an entire section (806) to a veritable catalogue of Federal programs that could be coordinated with the community education programs, and another section (807) to a fairly exhaustive list of public service activities that could be supported under the Title. A new "buzz-phrase" in Washington is "integrated human service delivery systems;" it establishes a need for coordinated, centralized delivery of social services in locations such as under-utilized school facilities. The Secretary's Office is supporting a demonstration project known as the "Baltimore Blueprint." The White House and the U.S. Office of Education are involved in supporting several similar efforts under the "Cities in Schools" program.

Part IIIB. has been divided into the following subsections:

- IIIB. - Coordinated Youth Services: General Authority;
- IIIB.1. - Social/Services;
- IIIB.2. - School/Work Services;
- IIIB.3. - Desegregation Assistance.

IIIB.1. Social Services

This section cites sections of the law dealing with special authorizations for health care, recreation and other services. Community Schools, is the most comprehensive educational legislation in the human services delivery area. The Law Enforcement Assistance Administration, the Federal Courts and the various Federal agencies dealing with alcohol and drug abuse, uman development, rehabilitation services and welfare all interact to some degree with local school systems.

IIIB.2. School/Work Services

The heavy national emphasis upon reducing youth unemployment has lead to greater coordination between DHEW programs and DOL. The two Departments approved in 1979 an Interagency Agreement to establish an Interagency Task Force on Youth Employment. The objective is to coordinate all public and private sector school to work efforts. Two major Titles of ESEA, IV-C and VI, encourage collaboration with business and/or labor unions.

Computerized Information

Centralized computer-based information on training and occupational opportunities fits the concept of integrating human services delivery. Urban constituents are critical of the confused array of employment, career guidance and continuing education information sponsored by various Federal agencies. A noteworthy coordination of DOL and DHEW efforts in this area is the National Occupational Information Coordinating Committee (NOICC) authorized under the Vocational Education Act (sec. 161(b)(1)(2)). The same section authorizes a network of State Occupational Information Coordinating Committees. The Higher Education Act (sec. 124 and 125 of P.L 94-482) authorizes Educational Opportunity Centers and Education Information Centers which are designed to assist disadvantaged citizens of all ages who wish further training.

1118.3. Desegregation Assistance

This issue is included under Coordinated Youth Services because it is becoming more and more apparent to policy makers that desegregation efforts cannot succeed without the active involvement of all significant local public agencies and governance entities. Although the public schools have had to take the lead role in school desegregation efforts (through voluntary or court ordered plans), they will not be completely successful without coordinated community and political support. Metropolitan desegregation will require an even high degree of support from both urban and suburban communities and political support from local and State levels. Apart from two major legislation enactments providing desegregation assistance (Title IV of the Civil Rights Act and Title VI of ESEA the Emergency School Aid Act (ESAA)); Title V of ESEA, State Leadership gives general authority for technical assistance to local school districts.

ESEA P.L. 89-561 Title I ESEA / III. School Community Development B. Coordinated Youth Services (General Authority)	FEDERAL LEGISLATION: Permits	Is Silent	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 324(f)(1) - mandates LEA coordination with other community services in developing its plans.	X			X	X*	X

*Denotes key decision point

Special Projects Act P.L. 93-380 Cities in Schools (ESEA, Title III-A in FY 80) / IIL School Community Development D. Coordinated Youth Services (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 402 - is used as authorization for the Cities in Schools program. NOTE: In FY 1980, program will be funded under ESEA Title III (sec. 303)						

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools / III. School Community Development B. Coordinated Youth Services General Authority	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-the entire Act is highly supportive of coordination of publically mandated social services for all age groups in the community surrounding the school.	X*			X*	X	X

*Denotes key decision point

Higher Education Act P.L. 94-482 / III. School Community Development B. Coordinated Youth Services (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-support passage of an amendment to the Higher Education Act authorizing grants to urban universities. The grants would support the provision of technical assistance to local urban governing agencies including public school systems.			X*			

*Denotes key decision point

Joint Funding Simplification Act / III. School Community Development B. Coordinated Youth Services General Authority	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-under the law, a single Federal Agency can be designated to act as liaison with the local applicant or grantee in the case of cross-agency or cross-bureau grants.	X*					X*

*denotes key decision point

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development B. Coordinated Youth Services 1. Social Services	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(f)(2) - authorizes LEAs to use funds for health, social or nutrition services - only if it requests assistance from SEA to coordinate with other service agencies.	X			X	X*	X
-sec. 166 - requires the State to assist LEAs with the coordination of health, nutrition and other social service programs.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools / III. School Community Development B. Coordinated Youth Services 1. Social Services	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 806(a)(2)(b) - authorizes use of funds in conjunction with 14 other listed Federal programs including: Public Health Services, CETA, Community Services, Legal Services, Safe Streets, etc.	X			X*	X*	
-sec. 807(1)(2)(4)(7)(8)(9)(13) - the above listed sections authorize community education activities including the provision of health care, recreation and other services for all citizens, particularly the aged, parents, mentally or physically handicapped.	X*			X	X	X

*Denotes key decision point

Alcohol and Drug Abuse Education Act
P.L. 95-336

III. School Community Development B. Coordinated Youth Services 1. Social Services	FEDERAL LEGISLATION: Permits / USOE ACTION: make Administrative Priority	Is Open / make Regulations Entry	Does Not Encourage / push Legislative Change	State Option	Local Option	Other
-the Act requires coordination with other Federal level and community social service agencies	X*				X	X

*Denotes key decision point

Department of Health, Education & Welfare / Human Development Services Agency III. School Community Development B. Coordinated Youth Services 1. Social Services	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-authorizes a wide range of social services.						

*Denotes key decision point

ESEA Title III-F Youth Employment / III. School Community Development B. Coordinated Youth Services 2. School/Work Services	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 341(a)(3) - encourages coordination between educational agencies and the Department of Labor's CETA programs.	X*				X	X

*Denotes key decision point

Vocational Education Act P.L. 94-482 III. School Community Development B. Coordinated Youth Services 2. School/Work Services	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 106(a)(4) - requires State plans to assure coordination between CETA and other relevant community programs.	X			X*	X	
-sec. 132(a)(4) - authorizes exemplary and innovative cooperative arrangements between public education and manpower agencies	X			X*	X	X

*Denotes key decision point

Department of Labor / CETA III. School Community Development B. Coordinated Youth Services 2. School/Work Services	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-CETA - Title III - encouarges school/community cooperation in easing youth's transition from school to work.	X				X	X*

*Denotes key decision point

Vocational Education Act P.L. 94-482 / III. School Community Development B. Coordinated Youth Services 2. School/Work a. Computerized Information	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 161(a)(1)(2) and sec. 161(b)(1)(2) - delineates the responsibilities of the National and State Occupational Information Coordinating Committees to coordinate the delivery of occupational information and manpower projections. The composition of the National committee shall include persons from the Department of Labor's Employment and Training Office, the Bureau of Labor Statistics, USOE and others.	X					X*

*Denotes key decision point

Higher Education Act P.L. 94-482 Educational Opportunity and Information Centers III. School Community Development B. Coordinated Youth Services 2. School/Work a. Computerized Information	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(a) (amending sec. 417B(b)(4) of the previous act) - authorizes educational information services in low income areas.	X			X		X*
-sec. 125 (amending sec. 418) - authorizes the provision of information and referral services on job placement, retraining opportunities, etc.	X			X		X*

*Denotes key decision point

ESEA P.L. 95-561 Title V A. State Leadership B. Strengthening / III. School Community Development B. Coordinated Youth Services 3. Desegregation Assistance	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 501(b)(3)(B) - encourages States to provide technical assistance to local agencies, institutions and organizations participating in programs under Part A (Titles I and IV).		X*		X*		
-sec. 505 - authorizes a broad range of assistance under Part A which could possibly be related to desegregation assistance teams, particularly if Title I or IV funds reach the schools in question.		X		X*		
-sec. 521(4)(5) - authorizes States to provide broad technical assistance to LEAs for improving educational management and programs.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title VI: ESAA III. School Community Development B. Coordinated Youth Services 3. Desegregation Assistance	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
NOTE: The Emergency School Aid Act is designed to provide desegregation assistance. Of special interest with regard to the provision of technical assistance for coordinating youth services are the following sections:						
-sec. 608(a) - authorizes magnet schools; pairing of schools with businesses and IHEs; neutral site schools; integrated radio and TV programming.	X				X*	X
-sec. 608(c)(1)(B) - provides funds for State technical assistance to LEAs.	X			X*	X	
-sec. 609 - authorizes metropolitan area projects.	X				X*	
-sec. 608(b) - authorizes planning grants incident to voluntary desegregation.	X*				X	

*Denotes key decision point

III. School Community Development B. Coordinated Youth Services 3. Desegregation Assistance	FEDERAL LEGISLATION: Permits / USOE ACTION: make Administrative Priority	FEDERAL LEGISLATION: Is Open / make Regulations Entry	FEDERAL LEGISLATION: Does Not Encourage / push Legislative Change	State Option	Local Option	Other
NOTE: Part D - is designed to provided continued bilingual education assistance to LEAs eligible under ESAA.	X				X*	

*Denotes key decision point

Civil Rights Act Title IV Desegregation / III. School Community Development B. Coordinated Youth Services 3. Desegregation Assistance	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 403 - authorizes USOE to render technical assistance to agencies responsible for the preparation and implementation of desegregation plans.	X*			X	X	X
-sec. 405(a)(2) - authorizes payments to local school boards for the employment of special consultants to advise in problems incident to desegregation.	X*				X	

*Denotes key decision point

IV. School Finance and Red Tape

The two major governance issues confronting federal, State and local educators alike are school finance equalization and reduction of red tape - that is government data reporting requests, regulatory requirements and unnecessary or duplicative application processes. Raised in fairly equal proportion by both urban educational experts and practitioners, both issues boil down to dollars. It takes more money to edudate disadvantaged children in high cost living areas; red tape adds astronomically to administrative costs. Some of the smaller Federal grant programs are ignored by urban school districts because, as a high school principal from San Diego said, "we cannot afford to take a grant for less that $15,000 - it costs too much!"

Part IV is into two subparts:

IVA. - Schcol Finance Equalization
IVB. - Red Tape Reduction

IVA. School Finance Equalization

Policy makers must compensate for the higher costs of educating urban adolescents. Secondary schools in large cities have a disproportionately high percentage of youth in need of expensive compensatory educational services. Exacerbating the situation is the higher cost of living in urban areas.

Recommendations for relieving municipal overburden include: consolidation and commingling of funds; discretionary grants to match urban renewal and community development grants from other agencies; special "weighting" of urban/suburban/rural living and educational cost differentials; large scale compensatory programs for urban secondary students; and the development of alternative funding sources, such as lotteries, commuter taxes and private foundation grants.

Federal and State government is acting to correct financing inequities. The majority of States have initiated some sort of school finance equalization measures, either through direct legislation or through increased categorical funding or weighting of pupils with special needs. Significant court cases in California, Texas, Connecticut, New York, Ohio and other States have expedited the establishment of more equitable financing.

At the same time such tax limitations as Proposition 13 in California could have an enormous effect on the whole public finance arena.

Part IVA is divided into the following subparts:

IVA. - School Finance Equalization: General Authority;
IVA.1. - "Urban Weighting";
IVA.2. - Secondary Level Compensatory Dollars;
IVA.3. - Discretionary Grants.

IVA. School Finance Equalization: General Authority

Congress has also responded; ESEA, Title XII-A delineates the Federal role in school finance reform. It authorizes study of the issue and assistance to States trying to equalize their funding procedures. Title V-B (sec. 521 (1)) permits State expenditure of funds for the development of more equitable means of financing education. Section 1203(e)(3,4) mandates special studies of impacts of school finance patterns on large urban areas, minority students and weighting of classes of pupils. NIE is required to study the finance issue (sec. 403(a)).

IVA.1 and 2 "Urban Weighting" and Secondary Level Compensatory Dollars

The Federal government also affects school finance through its program funding mechanisms. The Federal government contributes approximately 8 percent of the total educational budget. The largest elementary-secondary program, Title I, provides supplemental funds to LEAs for educating the

disadvantaged. The low-rent housing program in Impact Aid (Title X) helps urban schools. Heavier weighting mechanisms for disadvantaged student population direct more Libraries and Learning Resources funds (Title IV-B) and Vocational Education funds to cities. ESAA (Title IV) and Bilingual Education (Title VII) funds tend to compensate for the educational disadvantages of students in minority isolated schools.

In short, the Federal role is to assure equity or equal educational opportunity by compensating for financial, cultural, lingual and special physical, emotional or mental disadvantages. Funds are targeted on these specific classes of pupils.

IVA.3 Discretionary Grants

The two areas where urban secondary school constituents see room for improvement are in directing the flow of discretionary program dollars and in general education aid. Both recommendations bespeak the dearth of discretionary money for innovation and educational leadership in urban high schools. There is, in fact, little school site discretion.

Congress hears pleas for general aid or block grants from just about every constituency in every policy area. In 1971-72, USOE attempted to use existing authority to accomplish the objective of giving block grants or consolidating educational programs. Congress objected promptly and specifically; it enacted new sections of the General Education Provisions Act (sec. 421A(c)(1)(A,B,C) and sec. 421A(C)(2)(A,B) which prevent consolidations, waivers and/or commingling of funds. The last Congress attempted to resurrect the issue of consolidation (Domenici-Bellmon Bill); it failed in part, because key Senators and Representatives feel that the only way to insure equal educational opportunity for disadvantaged and minority students is to target funds. The Senate Human Resources Committee commissioned a study of the Domenici-Bellmon proposal by the Education Policy Research Institute in Washington, D.C. The conclusions are ambivalent: consolidation might save paperwork, but it would probably weaken the way funds are targeted to the educationally disadvantaged. The proposed simplification would in fact be politically complex. Consolidation would also make program evaluation difficult if not possible.

It is within the realm of possibility to anticipate a more favorable distribution of Federal discretionary funds without consolidation. This depends in large part on Education Division leadership, as changes in program administrative priorities could be sufficient to redirect funds.

Equally, if not more important, is the fact that logistics of small discretionary grantsmanship are such that large urban school district personnel lose interest. USOE could entice more involvement by providing technical assistance, urban-relevant program information, and workshops on grantsmanships for urban administrators.

ESEA P.L. 95-561 Title V-B	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
IV. School Finance and Red Tape A. School Finance Equalization (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 521(1) - authorizes State expenditure of funds for developing more equitable means of financing education.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title XII - A Equalization / IV. School Finance and Red Tape A. School Finance Equalization (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 1201-1203 - (in amending several sections of the previous Act) authorizes significant study of school finance equalization and assistance to States trying to equalize.	X*			X		
-sec. 1203(e)(3) and (4) - requires USOE to study school finance with regard to large urban areas; minority students; and the weightings of classes of pupils.	X*					

*Denotes key decision point

General Education Provisions Act as amended by P.L. 94-482 NIE / IV. School Finance and Red Tape A. School Finance Equalization (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 403(a)(2) (in amending sec. 405(b)(2) of the previous act) - requires NIE to make the problems of school finance and management a major priority.	X*					

*Denotes key decision point

ESEA P.L. 95-561 Title IV-B Materials and Library Resources / IV. School Finance and Red Tape A. Finance Equalization 1. "urban weighting"	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 422(a) - requires States to provide higher per pupil allocations to LEAs making greater tax efforts and having large numbers or percentages of children whose education imposes a higher than average cost.	X			X*	X	

*Denotes key decision point

Vocational Education Act P.L. 94-482 / IV. School Finance and Red Tape A. Finance Equalization 1. "urban weighting"	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 106(a)95)(A)(1) - requires States to give priority to LEAs located in economically depressed areas and areas with high rates of unemployment.	X			X*	X	
-sec. 140 - authorizes grants to States to assist them in conducting special programs for the disadvantaged.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title I IV. School Finance and Red Tape A. Finance Equalization 2. Secondary Level Compensatory $	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 124(K) - requires LEAs to sustain gains through such means as summer programs and intermediate and secondary level programs.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills / IV. School Finance and Red Tape — A. Finance Equalization — 2. Secondary Level Compensatory $	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 222(a)(3) - mandates inclusion of secondary schools	X*					
-sec. 224 - mandates inclusion of youth.	X*					

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
IV. School Finance and Red Tape A. Finance Equalization 2. Secondary Level Compensatory $	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
- sec. 431 - authorizes encouraging States to make grants for compensatory educational projects at the secondary level.		X*				

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA IV. School Finance and Red Tape A. Finance Equalization 2. Secondary Level Compensatory $	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-( ) - Title VI needs a regulatory entry promoting the use of basic grant money at the secondary level.		X*				

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills / IV. School Finance and Red Tape A. School Finance Equalization 3. Discretionary Grants	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 204(a) - authorizes grants and contracts for the development of basic skills programs	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title III IV. School Finance and Red Tape A. Finance Equalization 3. Discretionary grants	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 303(a) - Commissioner's discretionary fund (will be used in part for Cities in Schools and PUSH-EXCEL grants in FY 1980)	X*			X	X	X
-sec. 303(b) - Commissioner's $25,000 grants.	X*			X	X	X
-sec. 311-392 - discribe the other discretionary grants available for special needs: youth employment, arts education; health education; environmental education...	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561, Title IV-C	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
IV. School Finance and Red Tape A. School Finance Equalization 3. Discretionary Grants	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 431(a)(b) - State grants for educational improvement	X			X*		

*Denotes key decision point

ESEA P.L. 95-561
Title VI - ESAA

IV. School Finance and Red Tape A. School Finance Equalization 3. Discretionary grants	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 608(a) - authorizes grants for special desegregation projects	X			X	X*	X

*Denotes key decision point

ESEA P.L. 95-561
Title VII
Bilingual Education

IV. School Finance and Red Tape A. School Finance Equalization 3. Discretionary grants	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 721 - authorizes discretionary grants in bilingual education.	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561, Title VIII Community Schools IV. School Finance and Red Tape A. School Finance Equalization 3. Discretionary grants	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 806, 807 - Federal and State grants for community school projects.	X*			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IX - A C D E IV. School Finance and Red Tape A. School Finance Equalization 3. Discretionary Grants	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 905, 933, 934, 943, 952 - authorize discretionary grants for gifted and talented education, women's educational equity, safe schools and ethnic heritage studies.	X*			X	X	X

*Denotes key decision point

P.L. 95-207
Career Education Incentive Act

IV. School Finance and Red Tape
A. School Finance Equalization
3. Discretionary grants

FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
USOE ACTION: make	make	push			
Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 8(a) - State grants for comprehensive career education programs.	X			X*	X
-sec. 10(a) - grants for model career education programs.	X*				

*Denotes key decision point

Vocational Education Act P.L. 94-482 / IV. School Finance and Red Tape — A. School Finance Equalization — 3. Discretionary grants	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 132(a) - authorizes States to make grants for exemplary and innovative programs.	X			X*	X	
-sec. 171(a)(1) - authorizes broad discretionary grants for national leadership.	X*			X	X	X

*Denotes key decision point

Higher Education Act P.L. 94-482 Title V-B Teacher Centers / IV. School Finance and Red Tape A. Finance Equalization 3. Discretionary Grants	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 532(a)(1) -authorizes grants to LEAs for the establishment of Teacher Centers.	X*				X	

*Denotes key decision point

IVB Red Tape

School administrators rank Federal requirements and the accompanying paperwork their number one problem. Some say they are prepared to forego Federal funds in light of the excessive red tape attached to the money. They offer several remedies; general educational aid grants (consolidation); multiple year funding and corresponding reporting cycles; single applications; reduction in reporting requirements; and clarification and coordination of regulations and monitoring practices.

An anti-regulation mood is sweeping the country. Congress has responded with respect to educational law by devoting Title XII-B of ESEA to Paperwork Control. Its primary intent is to reduce the data collection burden of LEAs. Title XII-C seeks to coordinated Federal, State and local program administration by authorizing single applications and multiple year funding for suitable programs. Title VI (sec. 610) and Title VII (sec. 721(e)(1)) carry their own authorizations for multiple year funding. USOE just published rules for the single applications for multi-program or multi-agency grants authorized by the Joint Funding Simplication Act of 1974. Their appearance five years after the fact coincides conveniently with the newly established Bureau of School Improvement - "a one-stop shopping center" for a variety of discretionary grants.

With respect to regulations, two items are worthy of note. First, the Secretary of HEW, "Operation Common Sense" attempted to have the new ESEA regulations process expedited and, at the same time, opened for extensive public comment. It has met with very mixed success; the effort has become so bogged down that proponents of the new Department of Education have used the inordinate delay in the DHEW clearance process as a major argument in favor of removal of the Education Division. Secondly, DHEW recently has introduced a new format designed to streamline the education regulations process. The Education Division Administrative Regulations (EDGAR) remove common administrative provisions from individual programs, putting them, instead, in one package.

A final note, most of the above authorizations are aimed at easing SEA and/or LEA red tape burdens; there is little language referring to a reduction at the school site level where management expertise, time and energy is stretched to the breaking point. Perhaps, spillover effects are to be expected. Two sections of ESEA, oft-cited in this document as progressive, are Title I's section 133 and Title IV-C section 431(a)(6)). The former (sec. 133(C)(2)) relieves schoolwide projects of requirements against commingling of funds, and reduces reporting responsibilities. The latter encourages the demonstration of effective means of school-level management of Federal, State and local resources. For a more detailed discussion of program consolidation and commingling of funds, see Part IVA on School Finance Equalization.

This part is divided into the following self-explanatory subparts:

IVB. - Red Tape Reduction (General Authority);
IVB.1. - Multiple Year Funding;
IVB.2. - Single Applications.

ESEA P.L. 95-561 Title I IV. School Finance and Red Tape B. Red Tape Reduction (General Authority)	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
sec. 133(c)(2) - in authorizing schoolwide projects the law relieves the LEA of requirements with respect to the co-mingling of funds and reduces reporting requirements.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C / IV. School Finance and Red Tape B. Red Tape Reduction (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 431(a)(6) - encourages the demonstration of effective means of fully coordinating all Federal, State and Local resources available at the school site level.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title V / IV. School Finance and Red Tape B. Red Tape Reduction (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 521(4) - authorizes State technical assistance to LEAs for improving the management of State and Federal programs.	X			X*		

*Denotes key decision point

General Education Provisions Act amended by ESEA P.L.95-561 Title XII - B Paperwork Control / IV. School Finance and Red Tape B. Red Tape Reduction (General Authority)	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 1212 (in amending sec. 400 of the General Education Provisions Act) requires reduction and coordination of data collection activities.	X*					

*Denotes key decision point

ESEA P.L. 95-561 Title IV	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
IV. School Finance and Red Tape B. Red Tape Reduction 1. Multiple Year Funding	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 404(a) - authorizes three year State plan and LEA applications for Title IV-B and IV-D.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title VI: ESAA	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
IV. School Finance and Red Tape B. Red Tape Reduction 1. Multiple Year Funding	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 610(a) and 610(e)(1) - permits applications for up to five academic years.	X*			X	X	

*Denotes key decision point

ESEA P.L. 95-561 Title VII Bilingual Education IV. School Finance and Red Tape B. Red Tape Reduction 1. Multiple Year Funding	FEDERAL LEGISLATION					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 721(e)(1) - authorizes assistance for a period up to three years in duration.	X				X	

*Denotes key decision point

General Education Provisions Act as amended by ESEA P.L. 95-561 Title XII - B, Paperwork Control / IV. School Finance and Red Tape B. Red Tape Reduction 1. Multiple Year Funding	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 1213 (in adding Sec. 430 to Act) authorizes three-year applications for suitable programs.	X*					

*denotes key decision point

ESEA P.L. 95-561 Title V State Leadership / IV. School Finance and Red Tape B. Red Tape Reduction 2. Single Application	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 501(a) - authorizes single State and local applications for participation in Titles I and IV of ESEA.	X			X*	X	

*Denotes key decision point

General Education Provisions Act as amended by ESEA P.L. 95-561 Title XII - B,C, / IV. School Finance and Red Tape B. Red Tape Reduction 2. Single Applications	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 1213 (in adding sec. 431 to the Act) authorizes single common LEA applications for applicable programs.	X*					
-sec. 1231 (in adding new sections 435 and 436 to the Act) Congress describes its intent to ease the red tape burden on both State agencies (sec. 435) and LEAs (sec. 436) by authorizing single applications where suitable and/or desired by that agency.	X*					

*Denotes key decision point

Joint Funding Simplification Act P.L. 93-510 / IV. School Finance and Red Tape B. Red Tape Reduction 2. Single Applications	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-the Act authorizes single State, Local and non-profit organization applications for multi-program or multi-agency grants.	X*			X	X	X

*Denotes key decision point

V. Research and Dissemination

Urban secondary educational research is inadequate. Federal development, demonstration, diffusion and dissemination efforts do not have much impact on urban secondary schools. The lack of relevance to urban school site level problems reflects the fact that there is no national secondary education research agenda. Large scale funding of elementary school compensatory programs leads to extensive research, development and evaluation at that level. There is no such impetus at the secondary level. For some of the same reasons that small discretionary grants are not sought by urban secondary schools, Federal and State diffusion and replication efforts also have a poor success rate with those schools.

Federal legislation does not specifically authorize support for site research capacity building, an important Urban High School Conference recommendation. The General Education Provisions act (GEPA) describes Federal research authority. The major responsibilities lie with the National Institute of Education's Director and its National Council on Educational Research. The Council (sec. 405(c)(3)) is required to establish general policies for and to review the conduct of the Institute. It is also to prepare state of the art reports on the needs of educational research. Therefore, the Council could establish an urban secondary education research agenda.

GEPA (sec. 406) also authorizes the National Center for Educational Statistics (NCES) and describes its role in research on the condition of education.

Title IV-C, School Improvement, and the Commissioner's authority to make discretionary grants for special activities under Title III could conceivably support site-research, although neither Title specifically authorizes it.

Part V on Research and Dissemination has been divided into the following subparts:

V. Research and Dissemination (General Authority)
V. - Special Concerns

V. Research and Dissemination: General Authority

Listed under this part are citations from the law authorizing research activities by NIE and NCES, and the general curriculum research, development and demonstration activities given to Teacher Centers.

Congress intends that the Federal government take a major leadership role in dissemination. Responsibility for the spread of research and development information and of exemplary educational practices is a logical follow-up to the federal role in sponsoring educational innovation. Most of the Titles of ESEA carry a dissemination mandate. Titles I, III and V fall into this subpart as they authorize general educational program dissemination, while Titles II, VII, VIII and IX have dissemination authority only for special concerns. One of the major jobs of the Regional Offices of Education is to perform a dissemination function for all USOE programs.

NIE has a special dissemination unit. Although it does not appear in the law, the U.S. Office of Education's National Diffusion Network (NDN) is designed to play a major role in the replication of educational practices. Exemplary programs are subjected to rigorous evaluaton by a joint USOE/NIE panel of experts before being accepted as part of NDN's Educational Programs That Work, its array of replicable projects. Similar in process, are the Intra-state Identification, Validation and Dissemination (IVD) Programs across the country. Outgrowths of the old Title III of ESEA, both of these networks are spreading successful educational models on a cost-effective basis. However, neither process had made significant inroads at the urban secondary school level. NDN has, as part of the Urban High School Reform Initiative, begun a special effort to overcome this deficiency, mainly by increasing Network interaction with urban secondary schools.

V.- Special Coneerns

This subpart cites the research, development and dissemination sections of programs that are designed to meet special needs, such as Bilingual Education and Handicapped Education. Current national concern with basic skills and the transition from school to work is reflected in the authority for NIE and in the other specific Federal programs in these two areas.

ESEA P.L. 95-561 Title I V. Research and Dissemination (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 166 - requires each State to disseminate research and exemplary program information.	X			X*		
-sec. 183(h) -instructs USOE to develop a system for disseminating exemplary program information.	X*					

*Denotes key decision point

ESEA P.L. 95-561
Title III
Special Projects
K - Dissemination

V. Research & Dissemination (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 301(4) - authorizes the Commissioner to carry out special dissemination projects.	X*					
-sec. 376 - requires the Commissioner to disseminate information on Title III and Title IV-C projects, including information on successful basic skills activities.	X*					

*Denotes key decision point

ESEA P.L. 95-561 Title IV-B / V. Research and Dissemination (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-( ) - authorization or at least encouragement is needed for the establishment of research resource centers in urban school libraries, which are readily accessible to teachers and other urban educational practitioners.			X*		X	

*Denotes key decision point

ESEA P.L. 95-561 Title V State Leadership / V. Research and Dissemination (General Authority)	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 505 - requires States to carry out a program to disseminate information about successful practices, particularly in compensatory education.	X			X*		
-sec. 521(7) - authorizes State strengthening activities in dissemination.	X			X*		

*Denotes key decision point

Higher Education Act
P.L. 94-482
Title V-B
Teacher Centers

V Research and Dissemination (General Authority)

	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 532(a)(2)(A) - describes the research, development and dissemination activities authorized by Congress.	X				X*	

*Denotes key decision point

General Education Provisions Act P.L. 93-380 National Diffusion Network / V. Research and Dissemination (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 422(a) - mandates USOE collection and dissemination of information.	X					

*Denotes key decision point

General Education Provisions Act P.L. 93-380 NIE / V. Research and Dissemination (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
...405 describes the authority of NIE	X*					
-sec. 403(a)(2)(A) (in amending sec. 405(b)(2) of the previous act) - puts a high priority on improving dissemination, knowledge gained from research and development, and ways of making findings useful to practitioners.	X*					

*Denotes key decision point

GEPA P.L. 93-380 National Center for Education Statistics / V Research and Dissemination (General Authority)	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 406(b) - mandates that NCES (1) collect and disseminate educational statistics, and (2) conduct special analyses of the import of such statistics.	X*					

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills / V. Research and Dissemination (Special Concerns)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 204 - authorizes use of funds for demonstrations and research for sec. 206-207.	X*				X	
-sec. 205 - authorizes demonstrations for coordination at the local level to improve achievement in basic skills	X*				X	
-sec. 206 - authorizes the dissemination of materials to parents.	X*				X	X
-sec. 207 - authorizes demonstration activities related to and the distribution of information about the improved use of television and other technology.	X*				X	X
-sec. 209 - authorizes use of funds for dissemination of information about successful basic skills practices.	X*					
-sec. 222(a)(7) - mandates the dissemination of program objectives and results achieved to the educational community and general public.	X			X*	X	
-sec. 224(5) - authorizes State leadership in the dissemination of information related to the improvement of basic skills instruction.	X			X*		

*denotes key decision point

ESEA P.L. 95-561 Title VII Bilingual Education / V. Research and Dissemination (Special Concerns)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 742(a)(1) - authorizes USOE to make bilingual education research grants.	X*			X	X	X
-sec. 742(b)(5) - authorize the establishment of a clearinghouse for the dissemination of information about bilingual education.	X*			X	X	X
-sec. 742(e) - mandates the development and dissemination of bilingual educational materials.	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Education V. Research and Dissemination (Special Concerns)	FEDERAL LEGISLATION: Permits / USOE ACTION: make — Administrative Priority	Is Open / make — Regulations Entry	Does Not Encourage / push — Legislative Change	State Option	Local Option	Other
-sec. 813(a) - authorizes research on community education especially with respect to parent involvement, vandalism and violence.	X*					

*Denotes key decision point

ESEA P.L. 95-561
Title IX - A
Gifted & Talented

V. Research and Dissemination (Special Concerns)	FEDERAL LEGISLATION: Permits / USOE ACTION: make Administrative Priority	Is Open / make Regulations Entry	Does Not Encourage / push Legislative Change	State Option	Local Option	Other
-sec. 905(a)(4,6) - authorizes research dissemination activities for the education of gifted and talented children.	X*			X	X	X

*Denotes key decision point

Vocational Education Act P.L. 94-482 / V. Research and Dissemination (Special Concerns)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 131 - describes the levels of vocational education research, and dissemination authorized by the Congress.	X			X*	X	
-sec. 182(a)(1) - the Commissioner and the Secretary of Labor shall develop and disseminate information on the status of bilingual vocational training.	X*					

*Denotes key decision point

Handicapped Education Act P.L. 91-230 V. Research and Dissemination (Special Concerns)	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open: make Regulations Entry	Does Not Encourage: push Legislative Change	State Option	Local Option	Other
-sec. 624 - describes the research and dissemination activities authorized in the area of handicapped education. (Leave out asterisk. Can be Federal discretionary funded program.)	X		X	X*	X	X

*Denotes key decision point

General Education Provisions Act as amended by P.L. 94-482 NIE V. Research and Dissemination (Special Concerns)	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 403(a) (in amending sec. 405(b)(2) of the previous act) - puts a high priority on research and development needs in (a) basic skills; (b) finance and management; (c) career preparation.	X*					

*Denotes key decision point

BOOK II

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